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UNITED STATES BUREAU OF EDUCATION
CIRCULAR OF INFORMATION NO. 2, 1898

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY
EDITED BY HERBERT B. ADAMS

No. 21

HIGHER EDUCATION

IN

MISSOURI

BY

MARSHALL S. SNOW
Professor of History, Washington University, St. Louis

WASHINGTON
GOVERNMENT PRINTING OFFICE
1898

MAIN BUILDING (FRONT VIEW) UNIVERSITY OF MISSOURI.

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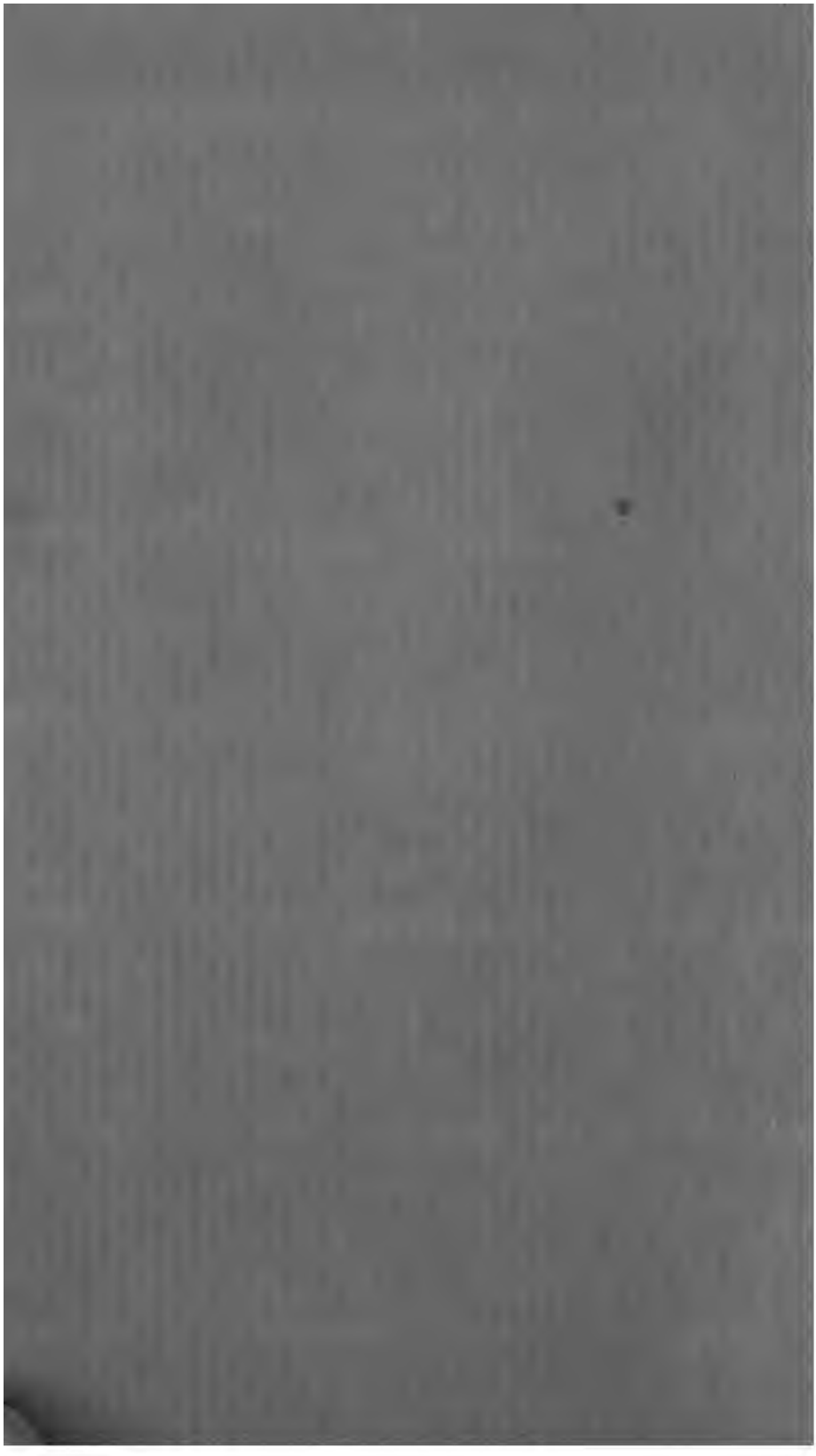

Chapter I.

THE UNIVERSITY OF THE STATE OF MISSOURI.*

By THOMAS JEFFERSON LOWRY.

An alumnus, whose opportunities for knowing the subject were equal to those of any person living, in an open letter to the thirty-first general assembly of Missouri in 1881, says of the Missouri University—and with far greater propriety than if the words came from one connected with it:

Probably no institution founded in the Mississippi Basin and buffeted by such adverse influences has left, at the close of the first semicentennial of its existence, a more profound impress on our Western civilization than has the Missouri University. The wisdom of David Barton and compeers anchoring it in the constitution of 1820, the great ability and steadfast paternal devotion of its organizer and first and fifth president, John H. Lathrop, the efficiency and enthusiasm of its presidents, James Shannon and W. W. Hudson, its faithful professors, its thorough teaching, gave it character as the leader of Southwestern education and brought it successfully through the first twenty-five years of its existence to the close of the civil war. Then the awakened sense of justice of the Missouri legislature, the redoubled munificence of the United States Government, the renewed liberality of Boone County and of Columbia, the openhanded generosity of successive general assemblies, and the political sagacity, broad statesmanship, matchless eloquence, unwearied devotion of Hon. James S. Rollins, a few devoted alumni, and other faithful friends, enabled those grand old organizers, statesmen, educators, presidents, Daniel Read and S. S. Laws, to broaden, deepen, solidify its foundations as they directed and shaped its growth into a true American university. Its influence was far-reaching; "it measurably vitalized education throughout the State;" its graduates became molders of public thought, conservators of our civilization, promoters of progress throughout the West and Southwest, until it eventually succeeded in arousing and interesting the Commonwealth herself in the highest organ of her intellectual life. Better than all this, its spirit was modest, generous, progressive; its presidents unselfish, able, learned, devoted, inspiring; its professors capable and zealous, making the university a cause, not a convenience; it was strong, for, while not attempting to teach everything, it taught the subjects which it did undertake with increasing thoroughness. This institution is fast coming up to the full idea of a true American university, and thus rooting itself in the confidence, pride, affections of the people, and slowly but surely becoming the crown and glory of our State system of education. Many of our educational institutions, and thousands of the citizens of

* For latest statistics see p. 164.

the West and South in every walk of life will cheerfully acknowledge a large debt of gratitude to the Missouri University.

A school of such power challenges a study of its history and structure, which is in some respects unique. The complete history of this university is full of interest, for it shows a steady growth, it records many experiments, it gives valuable data for comparing the educational results of diverse systems. But such a history is not our present task. To sketch briefly, plainly, the history of the university, and to describe concisely the salient points of its peculiar structure, is the object of the ensuing pages.

To this end the reader is invited to notice—

I. THE ORIGIN OF THE UNIVERSITY.
- Its historic background.
- The idea of the university.
- The means for founding the university.

II. FOUNDING THE UNIVERSITY.
- Locating the university.
  - Bill for locating.
  - Located in Boone County.
- Instituting the university.
  - The original Geyer act.
  - The amended Geyer act.
  - Organization of the university.
    - Its legal organization in 1839.
    - The building.
    - Scholastic organization.
      - Preliminary organization.
      - Dedicating the university.
      - Completed organization.
      - St. Louis Medical School.
      - Reconstruction, on Virginia plan.
  - Reorganization of the university.
    - Locating "college of agriculture and mechanic arts."
    - Reorganization, scholastic.
      - General plan.
      - Military department.
      - Normal school.
      - Agricultural and mechanical arts college.
      - School of mines.
      - Law school.
      - Medical school.
        - University organization, July 4, 1876.
      - School of fine arts.
      - Engineering school.
        - The Laws observatory.
        - Sale of large part of agricultural college lands.
      - Articulation of Missouri Medical College with the university.
        - Enlarging university building.
        - State aid to university from 1877 to 1889.
        - Rededication of university as enlarged.
          - Death of Professor Ficklin.

II. FOUNDING THE UNIVERSITY—Continued.
University organization, July 4, 1889.
1. The schools of the university; its presidents as teachers.
2. Examinations.
3. Degrees.
4. Government of university.
5. The societies.
6. Scholarships.
7. Duration of session and vacation.
8. University periodical.
9. Coeducation.
10. A retrospect.
11. Deaths of Major Rollins, Professor Pratt, and Judge Bliss.
III. THE SERVICES WHICH THE UNIVERSITY HAS RENDERED TO THE STATE OF MISSOURI AND TO THE WHOLE WEST.
IV. THE PLACE OF THE UNIVERSITY IN THE EDUCATIONAL SYSTEM OF MISSOURI.
V. GIFTS TO THE UNIVERSITY BY THE UNITED STATES GOVERNMENT, BY THE STATE, BY THE COUNTIES OF BOONE AND PHELPS, AND BY INDIVIDUAL DONORS.
VI. PERMANENT AND FIXED GENERAL ENDOWMENTS OF THE UNIVERSITY.
A. Nonproductive endowments.
B. Productive endowments.

I. THE ORIGIN OF THE UNIVERSITY.

ITS HISTORIC BACKGROUND.

When first established in 1839 the university was a creature of the munificence of the United States Government and of the liberality of the people of Boone County. But at its reestablishment in 1870 the United States Government, Boone County, the State of Missouri, and the town of Columbia all contributed. The leading spirits in this reestablishment were James S. Rollins and Daniel Read.

The policy of the General Government to aid the States in the work of education by land grants was first suggested in a letter of Gen. Rufus Putnam to General Washington, June 16, 1783. This policy was formulated by Thomas Jefferson in the ordinance of 1787, in the following language:

> And for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions, are erected, etc.:
>
> *It is hereby enacted and declared by the authority aforesaid* [i. e., of the United States in Congress assembled], That the following articles shall be considered as articles of compact between the original States and the people in the said Territory [northwest of the river Ohio], and forever remain unalterable, unless by common consent, to wit:
>
> * * * * * * *
>
> ART. 3. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

In the act of Congress of 1812, organizing the Territory of Missouri, this article of the ordinance of 1787 was carried across the Mississippi and somewhat amplified, as the following extract from that act shows:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged and provided for from the public lands of the United States in said Territory in such manner as Congress may deem expedient.

When the State of Missouri was organized out of this Territory, Congress deemed it expedient, as above provided, to devote two townships of land to "a university," and one thirty-sixth of the entire public domain, together with saline and swamp lands, to "township [now district] schools."

The university, called "a seminary of learning," and "the township [now district] schools" were planted together as coordinate and constituent parts of the public-school work of Missouri in the enabling act of Congress, March 6, 1820; in the ordinance of July 19, 1820, acquiescing therein, prior to the constitutional organization of the State; and also in the first constitution of the State, adopted in St. Louis, July 19, 1820, in the following explicit utterances, in the first and second sections of the sixth article:

Schools and the means of education shall be forever encouraged in this State. * * * One school or more shall be established in each township.

The general assembly shall take measures for the improvement of such lands, etc., to support a university for the promotion of literature and the arts and sciences; and it shall be the duty of the general assembly, as soon as may be, to provide effectual means * * * for the improvement and permanent security of the funds and endowments of such institution.

Missouri stipulated and covenanted in her original organization to promote or move forward the sciences, the arts, and literature.

In the light of the foregoing it is clear that the higher education was thus identified with the lower, as coordinate and constituent, necessary parts of one whole—the public-school work of Missouri—upon the original organization of the State. And further, that "the maintenance and promotion of the university, as well as of the public school, was a covenant obligation, an inalienable obligation, deliberately and solemnly assumed by Missouri, as one of the organic conditions on which she was constituted a State and united with her sister States in the Federal compact." *

THE IDEA OF THE UNIVERSITY.

The idea of a university for Missouri, called "a seminary of learning," was engendered in the act of Congress, February 17, 1818; was embodied in the enabling act of Congress, March 6, 1820, and in the ordinance, July 19, 1820, acquiescing therein, prior to the constitutional organization of the State, and the second section of the sixth

* From a published address delivered by President S. S. Laws before the Missouri Historical Society in 1877.

article of the constitution of 1820 (written by David Barton) gives it birth as part of the organic law of Missouri. The original constitution of Missouri decrees that this "seminary of learning" shall be "a university for the promotion of literature and the arts and sciences"—a comprehensive and masterly definition of a true American university. The constitution of 1865 says:

> The general assembly shall establish and maintain a State university, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public-school fund will permit.

The constitution of 1875 puts it, in Article XI, sections 5 and 6:

> The annual income of the public-school fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University, and for no other uses or purposes whatsoever. The general assembly shall, whenever the public-school fund will permit and the actual necessity of the same may require, aid and maintain the State University now established, with its present departments, namely:

A college of languages and sciences, with professional schools in agriculture, in teaching, in law, in medicine, and in mining. We see, therefore, that the university is an integral part of the public-school organization established by law and embedded in the successive constitutions (1820, 1865, and 1875) of this State; and it is the traditional and established policy of this State to support and promote the university as the crown and glory of the public-school system.

THE MEANS FOR FOUNDING THE UNIVERSITY.

The means for founding the university was a grant of two townships (46,080 acres) of land from the United States Government to the State of Missouri "for the use of a seminary of learning." One of these townships, to be "located on the waters of the Missouri," was reserved for the Territory of Missouri for "the support of a seminary of learning" by act of Congress, February 17, 1818, and this township, together with "one" additional "entire township" (making two townships in all) was, by the enabling act of Congress, March 6, 1820, donated to the State of Missouri "for the use of a seminary of learning," but it was not until the passage of the act of January 24, 1827, that these seminary lands were authorized to be selected for and confirmed to the State of Missouri "for the purposes of a seminary or seminaries of learning."

The legislature of Missouri was, by act of Congress, March 3, 1831, authorized to sell these seminary lands and invest the proceeds solely for the use of such seminary. And the Missouri legislature did, by acts of December 31, 1830, January 17, 1831, January 29, 1833, and March 17, 1835, provide for the sale of said "seminary lands." The result of this legislation (offering them at a minimum price of $2 per

acre*) and of the threats and forcible overawings of a land mob of banded settlers, was that barely $78,000 was realized for these magnificent lands, then worth at least $128,000. This $78,000 was invested in the stock of the old Bank of the State of Missouri, and when it had grown by accumulation to $100,000, as by the Geyer act provided, then the question of locating and instituting the university began to be agitated.

II. FOUNDING THE UNIVERSITY.

LOCATING THE UNIVERSITY.

BILL FOR LOCATING.

On February 8, 1839, the general assembly passed an act making provision for selecting a site for the university. This act, drawn by Hon. James S. Rollins, provided that the site should contain at least 40 acres of land in a compact form, within 2 miles of the county seat of Cole, Cooper, Howard, Boone, Callaway, or Saline, which were central counties of the State, and to select the site this act appointed five commissioners: Peter H. Burnett, of Clay; Chauncey Durkee, of Lewis; Archibald Gamble, of St. Louis; John G. Bryan, of Washington, and John S. Phelps, of Green. These commissioners, by the terms of the act, were to meet in the city of Jefferson on the first Monday of June, 1839, and thereafter at the county seat of each county mentioned to receive conveyances of land and subscriptions of money as bids. After visiting all these county seats and receiving bids as required, the commissioners were to return to the seat of government and open the bids, "and the place presenting most advantages, keeping in view the amount subscribed, the locality, and other advantages," was to be entitled to the location.

The contest—a spirited one, awakening the liveliest interest in Boone, Callaway, and Howard—closed with the following bids in land and money: Boone, $117,900; Callaway, $96,000; Howard, $94,000; Cooper, $40,000; Cole, $30,000. Saline did not enter the contest.

LOCATED IN BOONE COUNTY.

On June 24, 1839, the commissioners met in Jefferson City, opened the bids, and unanimously located the State university in Boone County. This bonus of $117,900, offered by the citizens of Boone County, was a most remarkable subscription for a new and undeveloped county with less than 14,000 population, when there was comparatively little money in the country and before the effect of the great financial crisis of 1837 had passed away.† To the honor of

* About 25,000 acres of these lands were in Jackson County and among the best in the State. They would have then sold for $5, $8, and $10 per acre at a fair and [illegible] sale.

† [illegible]esident Read's History of the University.

these citizens of Boone County, let it be said and forever remembered that not one dollar of this sum was ever repudiated, but the whole collected and appropriated to the benefit of the public school fund of the State as provided in the constitution of the State.*

The following marvelous facts—self-sacrificing acts—illumine the brightest page of this university's history: Edward Camplin, who could neither read nor write, subscribed and paid $3,000 to the Missouri University; five young men, students then in the Academy of Bonne Femme, subscribed each $100, and afterwards by their own exertions earned the money and paid their subscriptions. Other men actually subscribed and afterwards paid more than they were worth at the time of their subscriptions, selling their farms, selling themselves out of house and home. The subscriptions of these citizens of Boone County were largely due to the energy, zeal, and eloquence of Hon. J. S. Rollins, Hon. John B. Gordon, Sinclair Kirtley, Judge David Todd, Warren Woodson, James M. Gordon, Dr. A. W. Rollins, William Cornelius, Dr. William Jewell, and Hon. A. W. Turner.

INSTITUTING THE UNIVERSITY.

THE ORIGINAL GEYER ACT.

On February 11, 1839, the general assembly passed an act "to provide for the institution and support of the State university and for the government of colleges and academies." This act, drafted by Hon. Henry S. Geyer, provided for academies and colleges in different parts of the State, to be articulately connected above with the State university and below with the district schools, and, further, that every college, academy, and seminary then existing or thereafter incorporated in the State, if not by its charter expressly exempted, should be under the visitorial power of the university curators. This act incorporated into the legal code of Missouri that admirable educational system which the great statesman, Thomas Jefferson, urged upon Virginia in 1779: "A general system of public education, satisfying alike the demands of all classes of the community, and comprehending three classes of schools," unified, graded, and organically articulated "as necessary parts of one whole," namely:

1. Elementary schools, to be maintained at the public charge and to be free to all.—(Missouri "township" (now district) schools.)

2. General schools, which should correspond to academies and colleges, for such as had time, means, and inclination for further culture; to be assisted to some extent from the public treasury, to be supported chiefly by the fees of pupils, and designed to embrace a thorough course of general instruction in languages, ancient and modern, natural science in all its departments, and philosophy, mental, moral, and political.—(Missouri's high schools, academies, and colleges.)

3. A university, in which should be taught, in the highest degree, every branch

* Switzler's History of the University.

of knowledge, whether calculated to enrich, stimulate, and adorn the understanding or to be useful in the arts and practical business of life.

For the university, the plan assumed that a large contribution from the public treasury would be necessary, because a larger expenditure would be requisite for buildings, repairs, salaries, apparatus, and incidental charges; and local and individual interests are less concerned in proportion, or seem to be less concerned in maintaining it; while sectarian and sectional jealousies would cause private contributions to be reluctantly and scantily doled out.—(Missouri University with its academic colleges and organically articulated professional schools.)

THE AMENDED GEYER ACT.

In obedience to the sentiment of the times, Missouri inaugurated Jefferson's general system of public education as to the district schools and the university, but she repealed, February 24, 1843, that portion of the Geyer act which provided for the government and partial support of the academies and colleges of the university. Virginia did the same. Michigan adopted and inaugurated this complete system of public education with its three classes of schools. The wisdom of her choice is to-day patent in the robust vigor of her entire public-school system and the marvelous growth and power of her university.

Those States which inaugurated only the district schools and the university are now dotted all over with "high schools," outgrowths from the district schools in response to public demand. These "high schools" continue to articulate with the more famous of our progressive universities, and just now the dry bones of the most conservative of our State universities are beginning to show signs of life in nervously seeking to articulate with "high schools" and academies. Wherever tried, the admission of students without examination upon certificates of "high schools," of whose excellence the university is satisfied, works well. One-third of the students at Harvard come thus from the public schools. The proportion in most universities is larger.* One-half of the 400 academic students in Michigan University during the session of 1889–90 came from articulate "high schools," of which it then had 71.†

ORGANIZATION OF THE UNIVERSITY.

Its Legal Organization in 1839.

February 11, 1839, the general assembly, in joint session, elected by vote, 91 to 1, the first board of curators: Eli E. Bass and T. M. Allen, of Boone County; I. O. Hockaday and John A. Henderson, of Callaway; Dr. John J. Lowry and Roland Hughes, of Howard; Thomas A. Smith and M. M. Marmaduke, of Saline; George C. Hart and Gabriel Tutt, of Cooper; Judge William Scott and R. W. Wells, of Cole; Thomas Allen, of Ray; David Weir, of St. Clair, and Josiah Spalding, of St. Louis.

* Bryce's American Commonwealth. † The Nation, January, 1890.

MAIN BUILDING (REAR VIEW), UNIVERSITY OF MISSOURI.

The first meeting of this board, the governing body of the university, took place on the first Monday in October, 1839, at the site selected for the university by the commissioners. This site was then literally in the wild woods. This meeting resolved to proceed as soon as practicable with the erection of the main university building, and appointed Messrs. Hart, T. M. Allen, Henderson, Lowry, Wells, and Scott a committee to procure a plan for the same; it also appointed a committee to draw up a code of by-laws for the government of the board and to procure a university seal.

THE BUILDING.

An adjourned meeting, 28th of same month, transacted much important business, viz: Plans for the main edifice of the university were submitted; that of H. S. Hills, the architect of the State capitol, then in process of erection at Jefferson City, was adopted, and $75,000 was appropriated for the erection and completion of the building. The vexed question of the precise spot for the building was settled. A committee—T. M. Allen, Eli E. Bass, William Lientz, and Warren Woodson—was empowered to contract for and superintend the erection of the main university edifice; Warren Woodson, for the committee, superintended the erection of the building. The property and building of "Columbia College" were formally delivered over for use of the university. This college became the property of the university as part of the locating subscription. R. S. Thomas, A. M., then a professor in this college, was elected a professor in the State University, in which capacity he served till June 30, 1853, when he resigned to accept the presidency of William Jewell College. He was one of the most distinguished educators and faithful teachers in Missouri.

It was also resolved to enter into correspondence with distinguished literary men, with the view of securing a suitable candidate for president of the university, and on Dr. Lowry's motion the president's term was fixed at six years, the longest period permitted by law, and his salary at $3,000.

At a meeting on March 31, 1840, the erection of the main university edifice was awarded to Judson Clement, Phineas Kennon, George D. Foote, and Elliott P. Cunningham, the lowest competing bidders, for $74,494.

The first report of the board of curators to the legislature says:

The main building of the university, a splendid edifice, will be prepared for the use of this State institution without touching a cent of the "seminary fund" or drawing a dollar out of the State treasury; and when paid for, there will be $8,000 or $10,000 of the locating subscription unexpended, which sum it is contemplated to expend in erecting professors' houses, dormitories, beautifying the grounds, etc. This sum is all the curators will have, by authority of law, to so expend, unless the legislature would authorize the sale of the real estate conveyed by citizens of Boone County to the university and the proceeds applied in aid of the above-specified objects.

Accordingly, the legislature did, February 24, 1843, authorize the curators to sell for use of the university all this real estate, except 20 acres for a university site.

An immense concourse of reverent Missourians, with loving hands, laid the northeast corner stone of the original main building of the university with great pomp and ceremony July 4, 1840. With that stone were deposited a copy of the university charter, names of the curators, United States coins, etc. Judge David Todd presided on that great occasion, Rev. Robert L. McAfee led in prayer, Prof. John Roche read the Declaration of Independence, and Hon. James L. Minor, of Jefferson City, delivered the address, at once masterly, impressive, eloquent.

Laying the corner stone of the university, July 4, 1840; dedicating the university, July 4, 1843; laying the corner stone of the building for "the College of Agriculture and the Mechanic Arts," June 28, 1871, and rededicating the university, as enlarged and improved, June 4, 1885—these are the red-letter days in the history of the University of Missouri.

SCHOLASTIC ORGANIZATION.

PRELIMINARY ORGANIZATION.

On July 3, 1840, John C. Young, D. D., president of Centre College, Kentucky, was unanimously elected president of the university, but declined.

Prof. John H. Lathrop, LL. D., of Hamilton College, New York, who had already a high reputation as an accomplished college officer, was, October 29, 1840, elected president of the university. November 16, following, he accepted in these words: "I accept, gentlemen, the place offered me, with a mind open to the greatness of the trust I thereby assume and with the full determination to pursue with zeal, fidelity, and the ability God has given me, the high and valuable end for the accomplishment of which the appointment has been made." His presidency began on December 1, 1840. He arrived at the university January, 1841, and on March 1, by request of the board, delivered a public address on "University education," which was at once able, scholarly, finished, impressive. President Lathrop entered on the active duties of his office March 1, 1841, and in accordance with his views the curators gave the university a preliminary organization. Courses of instruction were opened on Wednesday, April 14, 1841, in the old Columbia College building, with John H. Lathrop, president, and W. W. Hudson, George Hadley, and William Van Doran, professors.

In his report, September 30, 1842, the president gives 74 as the whole number of students to whom instruction had been given up to date. Of this number 2 had been prepared for the senior class, 4 for the junior, 8 for the sophomore, and 18 for the freshman.

The university's first commencement occurred November 28, 1843, with 2 graduates—Robert L. Todd,* A. B., and Robert B. Todd, A. B.—the former now a banker in Columbia, Mo., the latter now a judge of the supreme court of Louisiana.

DEDICATING THE UNIVERSITY BUILDING.

July 4, 1843, prompted by President Lathrop, an immense concourse of the university community, citizens, visitors, and strangers, assembled to perform a high, patriotic, loving duty—the dedication of the University of the State to the cause of higher education. The sun shone from a cloudless sky. Under the direction of the grand marshal of the day, Nathaniel W. Wilson, the procession formed in front of the court-house and marched to the university chapel. Elder T. M. Allen led in prayer. William G. Minor, of Jefferson City, on behalf of the curators, delivered the key of the university to the president, accompanying the duty with a brief, eloquent, appropriate address; whereupon President Lathrop arose and addressed the vast audience for upward of an hour in "a most able and eloquent inaugural."

COMPLETED ORGANIZATION.

The university having been established by the Geyer act, February 11, 1839, and the act amendatory thereto, February 24, 1843, three years were consumed in the erection of the main building, upon which was expended $79,093.20. The organization of the institution was completed in accordance with President Lathrop's recommendations, by establishing, May 16, 1843, five professorships and electing thereto, September 6, 1843, five professors. The completed organization was:

1. Chair of ethics, history, civil polity, and political economy, President John H. Lathrop.
2. Chair of metaphysics, logic, rhetoric, and English literature, Prof. Robert S. Thomas.
3. Chair of ancient and modern languages and literature, Prof. George C. Pratt.
4. Chair of mathematics, natural philosophy, and astronomy, Prof. W. W. Hudson.
5. Chair of chemistry, mineralogy, geology, botany, natural history, and physiology, Prof. Edward H. Leffingwell.

The institution, under this completed organization, was opened for students on Wednesday, January 3, 1844. On that day the above professors were inaugurated and addresses delivered.

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*Robert L. Todd, for twenty-five years the secretary and for thirteen years a member of the board of curators of the university, is a benefactor of the institution. He has proven himself a dutiful son, a faithful servant, a true friend of the university upon every occasion involving her interests and advancement.

The president's salary was, from October 28, 1839, to July 3, 1840, $3,000; from July 3, 1840, to July 1, 1843, $2,500 per annum without perquisites. Then, deeply sympathizing with the university in her financial embarrassments, President Lathrop, in a spirit of self-sacrifice and commendable liberality, requested the board to enact that from and after July 1, 1843, the emoluments of the president of the university be only $1,250, together with the use of the president's house and $5 per student per annum. This was the president's salary up to July, 1849.

On January 3, 1844, the salary of each professor was fixed at $500 and one-sixth part of accruing tuition fees (i. e., $5 per student per annum).

The St. Louis Medical College in St. Louis was, on motion of President Lathrop, January 26, 1846, articulated with the university as its medical department. The faculty of this department was authorized to hold their sessions and deliver their course of instruction in the city of St. Louis. The board elected the following professors in the medical department:

Joseph N. McDowell, M. D., professor of anatomy and surgery; Thomas Barbour, M. D., professor of midwifery and diseases of women and children; J. B. Johnson, M. D., professor of pathology and chemical medicine; Edward H. Leffingwell, M. D., professor of chemistry and pharmacy; Richard F. Barrett, M. D., professor of materia medica and physiology; John S. Moore, M. D., dean and professor of theory and practice of medicine.

The president of the university was made ex officio president of the medical faculty, and the professor of chemistry and pharmacy in the faculty of medicine ex officio professor of chemistry, natural history, etc., in the faculty of arts.

The St. Louis Medical College was thus connected with the university till 1856; then they were divorced.

September 21, 1846, John H. Lathrop was reelected president of the university for four years, but he was worried by politicians, and being offered the presidency of Wisconsin University at a $2,000 salary, resigned September 22, 1849; nor was he shaken in his resolution even by the unanimous vote of the curators, January 29, 1849, to increase his salary and extend his presidential term to September 21, 1854.

On November 9, 1849, Rev. James Shannon, president of Bacon College, Kentucky, was elected president of the university "during good behavior." His chair was "ethics, civil polity, constitutional and international law, and political economy." President Shannon's religious, political, personal magnetism drew an increased number of students to the university, but his continued mingling of preaching and politics caused such dissatisfaction that the general assembly, by act of December 4, 1855, declared vacant, on July 4, 1856, all the

offices held by the president, professors, and tutors of the university. The curators unanimously reelected James Shannon president of the university from July 4, 1856, to July 4, 1862. This honor he declined.

On July 4, 1856, Prof. W. W. Hudson, of the university, was elected president. He retained his chair of physics, astronomy, and engineering. Under his presidency the growth of the university was vigorous, healthy, continuous up to his death, June 14, 1859. The university, Columbia, the alumni, mourned their loss. He was a member of the first faculty (1843), with his heart in the cause and with his shoulder to the wheel continuously from the start of the university. He died with his hand upon its helm. For sixteen years of its most plastic period Professor Hudson exerted a molding influence in the development of the university. As a teacher of the applied mathematics, President Hudson was a great success. He taught till the student knew, and trained him till he could do. Having the rationale of his subject, he carried to the waiting mind a conviction of a truth, then connected that truth with the duties of life and showed its practical application in the arts and practices of everyday life.

A. T. Bledsoe, professor of mathematics in the university of Virginia, was, on August 22, 1859, elected president for six years from July 4, 1859. Salary, $3,000 per annum, with use of the president's house and grounds, and $5 per paying student for all over the number of 80. Professor Bledsoe declined to accept.

RECONSTRUCTION ON VIRGINIA PLAN.

On October 10, 1859, the board considered a memorial from the faculty proposing a reconstruction of the university on a plan substantially that of the Virginia university. The plan was to establish 7 independent departments, the professor of each department to report to the curators and be responsible to them alone; and instead of a president the curators were to appoint annually some professor as chairman of the faculty, who should be ineligible for two years in succession, the faculty to resign to enable the board to inaugurate the plan. This plan was adopted by vote of 6 to 5. Seven departments were established and officered: (1) Latin language and literature, Prof. W. C. Shields; (2) Greek language and literature, Prof. G. H. Matthews; (3) English language and literature, Prof. Sterling Price, jr.; (4) Moral philosophy and political science, Prof. J. J. Jacob (since governor of West Virginia); (5) Mathematics, Prof. B. S. Head; (6) Astronomy and natural philosophy, to be filled by resident curators; (7) Natural sciences and scientific agriculture, Prof. G. C. Swallow.

Also "special courses in study," each school independent of and separate from the other, were established: (1) School of scientific

acre*) and of the threats and forcible overawings of a land mob of banded settlers, was that barely $78,000 was realized for these magnificent lands, then worth at least $128,000. This $78,000 was invested in the stock of the old Bank of the State of Missouri, and when it had grown by accumulation to $100,000, as by the Geyer act provided, then the question of locating and instituting the university began to be agitated.

II. FOUNDING THE UNIVERSITY.

LOCATING THE UNIVERSITY.

BILL FOR LOCATING.

On February 8, 1839, the general assembly passed an act making provision for selecting a site for the university. This act, drawn by Hon. James S. Rollins, provided that the site should contain at least 40 acres of land in a compact form, within 2 miles of the county seat of Cole, Cooper, Howard, Boone, Callaway, or Saline, which were central counties of the State, and to select the site this act appointed five commissioners: Peter H. Burnett, of Clay; Chauncey Durkee, of Lewis; Archibald Gamble, of St. Louis; John G. Bryan, of Washington, and John S. Phelps, of Green. These commissioners, by the terms of the act, were to meet in the city of Jefferson on the first Monday of June, 1839, and thereafter at the county seat of each county mentioned to receive conveyances of land and subscriptions of money as bids. After visiting all these county seats and receiving bids as required, the commissioners were to return to the seat of government and open the bids, "and the place presenting most advantages, keeping in view the amount subscribed, the locality, and other advantages," was to be entitled to the location.

The contest—a spirited one, awakening the liveliest interest in Boone, Callaway, and Howard—closed with the following bids in land and money: Boone, $117,900; Callaway, $96,000; Howard, $94,000; Cooper, $40,000; Cole, $30,000. Saline did not enter the contest.

LOCATED IN BOONE COUNTY.

On June 24, 1839, the commissioners met in Jefferson City, opened the bids, and unanimously located the State university in Boone County. This bonus of $117,900, offered by the citizens of Boone County, was a most remarkable subscription for a new and undeveloped county with less than 14,000 population, when there was comparatively little money in the country and before the effect of the great financial crisis of 1837 had passed away.† To the honor of

* About 25,000 acres of these lands were in Jackson County and among the best in the State. They would have then sold for $5, $8, and $10 per acre at a fair and open sale.

† President Read's History of the University.

these citizens of Boone County, let it be said and forever remembered that not one dollar of this sum was ever repudiated, but the whole collected and appropriated to the benefit of the public school fund of the State as provided in the constitution of the State.*

The following marvelous facts—self-sacrificing acts—illumine the brightest page of this university's history: Edward Camplin, who could neither read nor write, subscribed and paid $3,000 to the Missouri University; five young men, students then in the Academy of Bonne Femme, subscribed each $100, and afterwards by their own exertions earned the money and paid their subscriptions. Other men actually subscribed and afterwards paid more than they were worth at the time of their subscriptions, selling their farms, selling themselves out of house and home. The subscriptions of these citizens of Boone County were largely due to the energy, zeal, and eloquence of Hon. J. S. Rollins, Hon. John B. Gordon, Sinclair Kirtley, Judge David Todd, Warren Woodson, James M. Gordon, Dr. A. W. Rollins, William Cornelius, Dr. William Jewell, and Hon. A. W. Turner.

INSTITUTING THE UNIVERSITY.

THE ORIGINAL GEYER ACT.

On February 11, 1839, the general assembly passed an act "to provide for the institution and support of the State university and for the government of colleges and academies." This act, drafted by Hon. Henry S. Geyer, provided for academies and colleges in different parts of the State, to be articulately connected above with the State university and below with the district schools, and, further, that every college, academy, and seminary then existing or thereafter incorporated in the State, if not by its charter expressly exempted, should be under the visitorial power of the university curators. This act incorporated into the legal code of Missouri that admirable educational system which the great statesman, Thomas Jefferson, urged upon Virginia in 1779: "A general system of public education, satisfying alike the demands of all classes of the community, and comprehending three classes of schools," unified, graded, and organically articulated "as necessary parts of one whole," namely:

1. Elementary schools, to be maintained at the public charge and to be free to all.—(Missouri "township" (now district) schools.)

2. General schools, which should correspond to academies and colleges, for such as had time, means, and inclination for further culture; to be assisted to some extent from the public treasury, to be supported chiefly by the fees of pupils, and designed to embrace a thorough course of general instruction in languages, ancient and modern, natural science in all its departments, and philosophy, mental, moral, and political.—(Missouri's high schools, academies, and colleges.)

3. A university, in which should be taught, in the highest degree, every branch

* Switzler's History of the University.

The average yearly enrollment of academic students and the number of academic graduates from 1842 to 1866 was:

Years.	Yearly average.	
	Students.	Graduates.
1841 to 1849 (President Lathrop's administration)	90	6
1849 to 1850 (Acting President Hudson's administration)	80	6
1850 to 1856 (President Shannon's administration)	140	11
1856 to 1859 (President Hudson's administration)	185	10
1859 to 1860 (Chairman and Ex Officio President Matthews' administration)	170	9
1860 to 1862 (President Minor's administration)	116	7
1862 to 1865 (Chairman Lathrop's administration)	40	4
1865 to 1866 (President Lathrop's administration)	104	4

Although the institution flourished under Presidents Lathrop, Shannon, Hudson, and Matthews, yet comparatively few academic students reached the attainments required for graduation. This is, in fact, a usual condition in our Western institutions of higher education, nor is the amount of good which they accomplish to be measured by the number of those who complete full courses and graduate.

With President Lathrop's last official term ends the history of the university under its organization for a period of twenty-five years as a college of arts, or old-fashioned college, including preparatory students and students in partial courses, such as were necessary in a new Western institution.

Prof. Daniel Read, of Wisconsin University, was, on August 29, 1866, unanimously elected president for four years, at a salary of $2,500, with usual perquisites. Dr. Read, looking over the ground, saw war's blight and desolation. The university buildings were dingy, dilapidated, hastening to decay; the library was despoiled; apparatus scanty, broken; president's house in ashes; teaching force, 6 professors; total number of students, 104; perplexing pecuniary embarrassments; its sole endowment $123,000 of bank stock, paying small dividends occasionally; the total annual income, $7,132.50; a debt of $20,000; teachers poorly paid in warrants, hawked on the street at 60 cents on the dollar;* the warfare raging between local factions, social and political; the apathy, the inertia of the public mind on education; even the legislators doubting seriously that this was the university intended by the constitution.† It was proved by facts and figures to the curators in a report and to the legislature in an address before it that the university must surely suspend from debt, from downright starvation, and inanition unless it came to the

*R. L. Todd's address, July 5, 1876.

†The convention which formed the constitution of 1865 refused, by a direct vote, to recognize the university at Columbia as the university contemplated by that constitution, even despite the most strenuous efforts of Hon. William F. Switzler, the member of the convention from Boone County. The constitution of 1875 recognized this as the State university and pledged the State to support it. William F. Switzler was the author of the university clauses in the constitution of 1875, as chairman of the convention's committee on education.

SCIENTIFIC BUILDING, COLLEGE OF AGRICULTURE.

rescue with aid for support and maintenance. Professor Read returned to his former field of labor to await the action of the legislature, and with the understanding and pledge that if there should be favorable action toward the support of the university and its proper recognition he would in that case make his acceptance final and take charge of the institution.

The action of the legislature was favorable. An act, March 11, 1867, gave $10,000 for rebuilding the president's house, which had been consumed by fire, and made also an annual grant of 1¾ per cent of the State revenue, after deducting therefrom 25 per cent already appropriated for the support of common schools, and his acceptance thereupon was made final before the board of curators April, 1867. This law added to the annual income of the university over $16,000.

From this time commences the history of the university under new and, it is to be hoped, better conditions; from this period dates the first State aid in the way of support ever rendered the institution. It is henceforth to be the University of the State of Missouri, established and maintained according to the requirements of the constitution upon, however, and only upon, this supreme condition: That the university's presiding head has successful experience in public life, in statecraft, in financial matters, also in university administration and organization, and, at the same time, tact, prudence, courage, indomitable perseverance, and unwearying industry. Such men were Presidents Read and Laws.

REORGANIZATION OF THE UNIVERSITY.

Locating the College of Agriculture and Mechanic Arts.

To President Lathrop is due the honor of originating the idea of locating at Columbia and engrafting on the university the College of Agriculture and the Mechanic Arts, provided for by the act of Congress of July 2, 1862. As early as 1863 he called the attention of the board of curators to that important subject.*

To Hon. L. M. Lawson, an alumnus, class of 1853, belongs the honor of inducing the board of curators to make their first move toward securing the location of the agricultural college at the university. On his motion, July 26, 1865, it was—

Resolved, That a committee of five members of this board be appointed to consider this subject, and in behalf of the board to memorialize the general assembly at its next meeting in favor of connecting the proposed agricultural college with the State University.

This resolution was adopted nem. con., and Messrs. Lawson, Clark, Esteb, Robinson, and Russell were appointed the committee to memorialize the general assembly on the subject.† This committee pre-

*Switzler's History of the University, p. 294.

†From an address of R. L. Todd, July 5, 1876.

sented to the legislature a memorial to that end, which formed the basis of all that has been said and written on the subject. R. L. Todd was the author of this memorial.

In this struggle the question at issue was whether the State should disperse her means for higher education upon different institutions in different parts of the State or concentrate these means upon one university with different colleges or departments.

This question arose upon the disposition of the Congressional land grant of July 2, 1862, for the "benefit of colleges of agriculture and the mechanic arts," and was most zealously discussed from the time of the acceptance of the grant by the State legislature, March 17, 1863, until the final vote on the act of location, February 24, 1870, a period of seven years. The advocates of concentration, the university forces, were led by President Read before the public and by Senator J. S. Rollins and Representative F. T. Russell on the floor of the general assembly. The advocates of dispersion came from leading men on the floor of both houses and from different parts of the State. After a four years' bitter struggle, Rollins, Russell, and Read heartily cooperating and leading the university forces, the act of February 24, 1870, located the "college of agriculture and the mechanic arts" at Columbia "as a distinct department of the university." For this location Boone County paid to the university for the use of said college a cash bonus of $30,000 and 640 acres of land. This 640 acres of land cost the county $60,000, which, with the cash gift of $30,000, makes the total $90,000. Of this Boone County paid $80,000 and Columbia $10,000.

Thus ended a greater struggle than that had by any other State as to the disposition of the Congressional land grant. This struggle, just at the close of the civil war, was a godsend to Missouri. The discussions which this seven years' contest occasioned in the newspapers, in journals of education, in pamphlets, in lectures, on the stump, the hustings, before the legislature, aroused the apathy of the public mind on education, molded public thought, educated the people toward the full and true idea of an American university. To this discussion President Read was the ablest, most persistent, most generous contributor.

The corner stone of the scientific building of the College of Agriculture and the Mechanic Arts was laid June 28, 1871, in the presence of 3,000 persons. In this stone was deposited a hermetically sealed copper box, containing university records, St. Louis and Columbia periodicals, a national flag, fractional currency, coins, etc. Rev. E. S. Dulin led in prayer; Thomas E. Garrett, M. W., made short and appropriate remarks; President Read delivered a concise, inspiring address, pointing out the practical lessons of American educational history. Governor B. Gratz Brown's speech was brief, forcible, convincing, reviewing the growth and progress of the university, and

expressing the high hopes he entertained of its rapid development, its growing usefulness, and its great destiny. The erection of this scientific building was awarded to McAlister, Adams & Co., of Columbia, at $45,507.25. They completed the work in 1872.

On May 9, 1872, on motion of Edward Wyman, the curators passed unanimously a preamble and resolutions which lauded the labors of Hon. J. S. Rollins in behalf of the university, and applied to him the sobriquet of "Pater Universitatis Missouriensis." Before May 9, 1872, Major Rollins was the author and able, earnest, eloquent advocate of the following bills affecting the university: "Bill for the location of the university, 1838;" "bill to establish normal department in university, March 11, 1867;" "bill providing for the location of the Agricultural and Mechanical College, February 24, 1870;" "bill adding to the permanent endowment of the university and mining school, March 29, 1872;" "bill making university free to the youth of the State, male and female, April 1, 1872." Major Rollins was also an able and eloquent advocate of "the Congressional bill to endow agricultural and mechanical colleges, July 2, 1862."

REORGANIZATION, SCHOLASTIC.

The board of curators, May 5, 1870, adopted the resolution:

Resolved, That with a view to the entire and complete reorganization of the university, and its proper connection and adjustment with the agricultural department, the seats of all the instructors and professors other than the president are held and declared vacant from and after the close of the session of the university in June, 1871.

The chairs and professors in all departments of the university in June, 1871, and June, 1872, are identical, except the chair of "English language and literature and instructor in French and German." This chair was made vacant December 20, 1870, by the resignation of Prof. Oren Root, jr., who took charge of the public school at Carrollton, Mo. Prof. James W. Abert was appointed to the vacant chair June 25, 1872; the curators reelected the faculty of the university.

GENERAL PLAN.

The general working plan upon which the university reorganized was adopted by the board of curators December 20, 1870. This plan, recommended by President Read in his first report to the curators, December, 1867, was intended to meet the actual condition and educational wants of the people of Missouri, and was as follows:

1. To retain substantially the usual college curriculum for those who desire that course.

2. To enlarge and perfect the scientific course.

3. To establish and maintain the College of Agriculture and Mechanic Arts, which, in addition to instruction in agriculture, horticulture, etc., with the appropriate exhibitions and experiments (including military tactics), shall embrace

(1) a school of engineering; (2) a school of analytical chemistry, and (3) a school of mining and metallurgy.

4. A normal school.

5. A law school.

6. A school of preparation for other departments. This will be necessary in the present condition of education in the State and may form a part of the normal school.

7. The university to be expanded by instituting colleges of applied science or professional departments, as its means will permit or the wants of the State demand.

8. The constant annual accumulation of the materials of education, as books, apparatus, cabinets, models, etc.

9. The different departments of instruction to be so adjusted to each other and dovetailed as to economize labor and material, and thus render the instruction most effective to the largest number, and save means for the enlargement of the university and the increase of its facilities.

10. A judicious economy in all departments, that there may be improvements in all, and the accumulation, year by year, of those educational means and appointments which belong alike to all departments, and increase the general prosperity.

This plan throughout President Read's administration was strictly adhered to and was framed with a view to the requirements of the State constitution and also the national land grant of 1862 for the benefit of colleges of agriculture and the mechanic arts. It may also be stated that the idea as to admission was that the age of students should be not less than 16, and as to scholarship, that the university should begin its instruction where the "high school" leaves off, thus forming a homogeneous system of public education. This was the idea, to which there has been as rapid adaptation as circumstances permitted.

THE MILITARY DEPARTMENT.

By designation of the Secretary of War, the following United States Army officers, seriatim, have filled the chair of "military science and tactics" in the university, from September, 1868, to July, 1890: Maj. Gen. R. W. Johnson, Capt. R. B. Wade, Maj. J. W. McMurray, Lieut. F. P. Blair, Lieut. J. J. Haden, Lieut. E. H. Crowder, Lieut. B. B. Buck.

THE NORMAL SCHOOL.

A professional school in teaching was opened September, 1868, with E. L. Ripley, A. M., professor of pedagogics, and dean; D. W. B. Kurtz, A. B., assistant professor in normal school; Mrs. C. A. Ripley, principal of model school; and Miss Mary B. Read, assistant in model school.

THE AGRICULTURAL AND MECHANICAL COLLEGE.

This college was, in September, 1870, instituted, with the following faculty: Daniel Read, LL. D., president, and professor of political economy and agricultural statistics; G. C. Swallow, A. M., M. D.,

dean, and professor of agriculture, geology, and botany; J. G. Norwood, M. D., professor of physics, chemistry, anatomy, and physiology; Joseph Ficklin, A. M., professor of mathematics and mechanical philosophy; Oren Root, A. M., professor of English language and literature; E. L. Ripley, A. M., professor of drawing and bookkeeping; Charles V. Riley, lecturer on entomology.

THE SCHOOL OF MINES.

The school of mines and metallurgy, at Rolla, was created and opened November, 1871. Two counties bid for the location of this school. Iron County bid $113,500; Phelps County, $130,545, consisting of $55,545 in lands and buildings and a cash subscription of $75,000 (10 per cent bonds of Phelps County). Phelps County did not pay these bonds, but obtained a decision of the State supreme court against the validity of their issue. The first faculty of the school of mines was Daniel Read, LL. D., president, and professor of political economy; Charles P. Williams, A. M., director, and professor of general and analytical chemistry and metallurgy; N. W. Allen, A. B., assistant professor of mathematics; William Cooch, assistant in analytical chemistry and assaying.

THE LAW SCHOOL.

On June 27, 1871, John H. Overall, LL. B., was elected professor in the law school, salary, $2,000; and on May 8, 1872, Hon. Boyle Gordon, A. M., was elected professor in the law school. June 25, 1872, Professor Overall, on account of ill health, resigned his law professorship; Professor Gordon also resigned.

The board, August 27, 1872, elected Judge Philemon Bliss, of the State supreme court, and Hon. Boyle Gordon professors in the law school. Judge Bliss was to be dean of this school.

The law school was formally opened on the first Monday in October, 1872, with the faculty: President Daniel Read, professor of international and constitutional law; Judge Philemon Bliss, professor of law, and dean; Hon. Boyle Gordon, professor of law; J. G. Norwood, M. D., professor of medical jurisprudence; Hon. Arnold Krekel, United States district judge, special lecturer on federal jurisprudence; Hon. Henry S. Kelley, special lecturer on criminal jurisprudence; Hon. Odon Guitar, A. M., lecturer on equity jurisprudence.

THE MEDICAL SCHOOL.

This school was legally established by vote of the curators December 10, 1872, and Drs. Andrew W. McAlester and Thomas A. Arnold were elected professors therein.

This school was formally opened for instruction February 17, 1873, with the faculty: Daniel Read, LL. D., president of the university;

J. G. Norwood, M. D., dean, professor of chemistry, institutes of medicine and medical jurisprudence; Thomas Allen Arnold, M. D., professor of anatomy and the practice of medicine; Andrew W. McAlester, M. D., professor of surgery, materia medica, and diseases of women and children; G. C. Swallow, M. D., professor of botany and comparative anatomy and physiology; Paul Schweitzer, Ph. D., professor of pharmacy and toxicology.

"The plan of instruction in this medical school is designed to be the same as that pursued in the University of Virginia."

The inauguration of the medical school, in 1873, was due solely to the spirit of self-sacrifice and commendable liberality of Drs. A. W. McAlester and T. A. Arnold. They organized and conducted this school for its first session of five months without any salary; nor did they ask, expect, or receive a cent.

The university organization, July 4, 1876.—In pursuance of the plan adopted by the curators December 20, 1870, the university was organized with the following departments or colleges, established from year to year, as the means of the institution would permit:

I. *The college proper.*—This department has been retained, with as full and complete a course in the classical and modern languages, in mathematics, in literature, and in the natural sciences as is usual in our American colleges.

The studies are adjusted in 4 courses—those of arts, science, letters, and philosophy so as to allow as large a liberty of choice as to studies as may be consistent with the college idea, and at the same time award an appropriate degree according to the course pursued.

The professional schools on July 4, 1876, forming a part of the university were the following:

II. *The Normal or College of Instruction in Teaching.*—Opened September, 1868.

III. *The Agricultural College.*—September, 1870.

IV. *The School of Mines and Metallurgy at Rolla.*—November, 1871.

V. *The College of Law.*—October, 1872.

VI. *The Medical College.*—February, 1873.

VII. *The Department of Analytical and Applied Chemistry.*—May, 1873.

Other departments contemplated by President Read July 4, 1876, and also by the curators.—In the progressive development of the institution there were still other departments needed in order to make a complete and well rounded university of liberal and practical education. Among these were—

(1) *The college of mechanical arts.*—It is due the mechanics of the State that they should be recognized in the university system of the State, and that instruction pertaining to the mechanic arts should be furnished them. Besides, the Congressional land grant was equally for the benefit of a college of mechanics and agriculture. Nothing had been done in this direction for the want of means, and in this we were behind.

(2) *A college of the fine arts*, embracing drawing, landscape gardening, etc., auxiliary to other departments, and also for independent

students in the arts of design. All art collections would properly belong to this department.

(3) *The department of engineering*, for special and professional instruction.

(4) *Provision for architecture and construction* had also to be made as part of an industrial system, without which an important branch of practical and æsthetic culture is wanting.

On the adaptations of the university to actual wants, President Read said:

> In the progress of the university we may safely claim that its tendencies are more and more to meet the actual wants of the people of Missouri. It is quite useless to devise a scheme that has no adaptation to the condition of society or to that of so few as to render it practically useless by its narrow and exclusive range.

President Read gave the curators notice of a year and a half of his fixed purpose to resign July 4, 1876. The board, October 27, 1875, on first ballot, unanimously elected Dr. S. S. Laws, of New York City, president for four years from July 4, 1876. Dr. Laws accepted on June 30, 1876, on these reservations and conditions, which were explicitly acquiesced in by the board:

1. Dr. Laws declined to accept for a term of years, and explicitly reserved to himself the right to resign at his own option.

2. The curators to lodge the exercise of government and discipline in the faculty.

3. No changes to be made in the faculty without the knowledge and approval of the president of the university.*

To these and to the further fact that each professor was supreme in his department, accountable for results only, is due much of the success of President Laws's administration.

Prompted by President Laws, the university faculty, early in his administration, revised the university academic curricula, introducing into each course more of the physical sciences than had been required previously, and bringing the elements of them within the grasp of subfreshman students. This natural, logical reorganization of the courses of study has borne good fruit.

THE SCHOOL OF FINE ARTS.

June 5, 1877, a school of fine arts was established, and Gen. George C. Bingham was elected professor. This school was opened September, 1878, by Professor Bingham, and conducted successfully till his death, July 7, 1879. Then the university mourned its loss of an able and valued professor, and the State the loss of an eminent, useful citizen, and her greatest historic artist.

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* President Laws's Inaugural address.

THE ENGINEERING SCHOOL.

June, 1877, the department of civil engineering was established, and Thomas Jefferson Lowry, class of 1870, then of the United States Coast Survey, was elected professor. This department opened September 10, 1877, grew from the first, and so flourished that in June, 1878, it was organized as one of the professional schools of the university under the title, the "school of engineering."

The doors of this new school were opened September 2, 1878, with the following faculty: Samuel S. Laws, LL. D., president of university, professor of logic; Thomas Jefferson Lowry, S. M., C. E., dean and professor of civil and topographical engineering; Lieut. Frank P. Blair, U. S. A., professor of military engineering; J. G. Norwood, M. D., LL. D., professor of physics; Joseph Ficklin, Ph. D., professor of mathematics and astronomy; Erastus L. Ripley, A. M., professor of free-hand and mechanical drawing; G. C. Swallow, M. D., LL. D., professor of economics, botany, and geology; Paul Schweitzer, Ph. D., professor of chemistry; D. R. McAnally, jr., A. M., professor of English.

The inauguration of the engineering school at this time was due solely to the following self-sacrificing act of an alumnus. Dr. Laws, Professor Ficklin, and Major Rollins, when soliciting Thomas J. Lowry to build up engineering in the university, said "that chair not being in the estimates, the salary in sight is inadequate." Mr. Lowry replied, "Oh, that's all right, gentlemen; my heart is in the cause; my soul is in the work of building up the exact arts in this my alma mater, in this my native State. Pay only my board; I will teach here one year; will inaugurate engineering and give it an impetus irresistible." Professor Lowry taught in the university the year 1877–78 for just enough to pay his board, $250; nor did he ask or accept another cent.

In 1877 the astronomical observatory shook off its dust and cobwebs and became a thing of usefulness. Under the vitalizing munificence of President Laws and the enthusiasm of Professor Ficklin this observatory was rebuilt and re-equipped.

On May 31, 1880, President Laws, through Professor Ficklin, presented to the university "the new telescope and the new observatory." Upon the recommendations of Professor Ficklin the board named it "The Laws Observatory," and established an annual prize, consisting of a gold medal, designated "The Laws astronomical medal," to be awarded annually for excellence in higher astronomy, and ordered the portrait of Dr. Laws to be painted and hung in the observatory.

Throughout his administration President Laws labored in season and out of season to build up the university by all means in his power. He wrestled with legislature after legislature to secure from the State the money the institution so much needed. His efforts were successful.

MUSEUM (FIRST FLOOR), UNIVERSITY OF MISSOURI.

In September, 1881, the university very fortunately succeeded in effecting a sale of 147,522 acres of the agricultural college lands to George H. Nettleton, president of the Kansas City and Little Rock Railroad, for $208,329—an average price of $1.41 per acre. These lands were situated in south Missouri, in the counties of Howell, Douglas, Ozark, Texas, and Oregon. These are a portion of the lands granted by the United States Government to the State of Missouri under the act of July 2, 1862. This transaction converted a large part of the nonproductive endowment of the university into a productive endowment, which now yields an annual income of $10,416.

On May 29, 1882, J. S. Rollins, president of the board of curators, presented to the university a large new bell, beautiful in tone and appearance, which was gratefully accepted by the board in an appropriate resolution of thanks. This bell was manufactured by the celebrated Meneely Bell Company, of Troy, N. Y., weighs 2,000 pounds, cost about $800, and bears the following inscriptions:

1882. Presented by Hon. James S. Rollins, LL. D., president of the board of curators of the University of the State of Missouri.

Ring out the old, ring in the new,
Ring out the false, ring in the true.

Nunc occasio est et tempus.

MISSOURI MEDICAL COLLEGE ARTICULATED WITH THE UNIVERSITY.

For the purpose of raising the standard of medical education and for the mutual advantage of both schools, the following plan of cooperation was entered into June 2, 1886, between the Missouri Medical College, at St. Louis, and the medical school of the university, at Columbia:

The university medical school, at Columbia, was constituted medical school No. 1 of the university, and the Missouri Medical College, at St. Louis, medical school No. 2 of the university. The junior course in medicine was to be taken at school No. 1; the senior course, with joint diploma, at school No. 2. The Missouri Medical College matriculates students in the junior course also.

These sections of the university's medical school were, by the contract, to retain their independent personality, to be independent of each other in their government, income, and debts.

The arrangement, not having proved of advantage to the medical school of the university, was, by vote of the curators, terminated in March, 1890.

By an act of March 23, 1883, the legislature appropriated $100,000 to enlarge and improve the main university edifice. The thirty-third general assembly supplemented this with $25,000 for finishing and furnishing. The thirty-fourth general assembly gave the university $65,300, maintenance for two years; $3,000 for law library; $2,780 for fire apparatus; $2,761 for balance on electric-light plant; $3,100

for enlarging campus; $500 for Athenæan Society; $500 for Union Literary Society; $20,000 for building clubhouses on campus, and $24,750 for agricultural barns, etc.—a grand total of $122,691. This is a larger sum for support and improvements than any general assembly, except the thirty-second, has ever voted the university.

From 1876 to 1889 we find each consecutive session of the general assembly more favorably inclined, more liberally disposed, toward the university. The annual appropriations for its support show a gradual, a healthy, increase from less than $17,000 in 1877 to more than $33,000 in 1889. The following are the appropriations for support of the university made by the successive general assemblies from 1877 to 1889: The twenty-ninth general assembly appropriated for support of the university for the biennial period of 1877–78 the sum of $33,500; the thirtieth general assembly appropriated, for the years 1879–80, $39,000; the thirty-first general assembly, for 1881–82, $49,634; the thirty-second general assembly, for 1883–84, $54,840; the thirty-third general assembly, for 1885–86, $62,810; the thirty-fourth general assembly, for 1887–88, $65,300; the thirty-fifth general assembly, for 1889–90, $67,000.

From 1867 to 1877 the State aid to the university, for support, was 1¾ per cent of the State revenue, after deducting therefrom 25 per cent already appropriated for the support of common schools. This amounted to over $16,000 for the year 1875.

This growing liberality is the resultant of three forces: (1) A public opinion more unified and determined as it grew in intelligence; (2) the graduates of the university were becoming more numerous in the legislature and influential generally; (3) the planning heads and guiding hands of the inspirers and directors of the university and its friends on the floor of successive general assemblies were becoming more powerful.

Enlarging, improving, and refitting the main university edifice having been provided for by acts of the thirty-second and thirty-third general assemblies, two years were consumed in completing these additions, upon which was expended $125,000. These improvements rounded out the proportions, perfected the beauty, trebled the capacity of the university building. Its library hall, its museum, its auditorium, have for their respective uses few equals.

It was determined to rededicate this university edifice as enlarged and improved to the cause of higher education on commencement day, June 4, 1885.

During commencement week Dr. W. Pope Yeaman delivered the baccalaureate discourse; Senator A. W. Terrill, of Texas, the oration before the literary societies; Hon. Stephen B. Elkins, of New York, the oration before the alumni association.

The exercises of commencement day consisted, in the afternoon, of the rededicatory exercises; in the forenoon, of the commencement

exercises and the unveiling of the marble tablet upon the original tombstone* of Thomas Jefferson, by Senator Vest, with an oration.

In the forenoon President Laws presided. The speakers were George G. Vest, Thomas F. Bayard, James B. Eads, and S. S. Laws. In the afternoon Maj. James S. Rollins presided. The keys were delivered by the contractor of the building, Patrick Mulcahey, to Governor John S. Marmaduke, and by him to Major Rollins, president of the board of curators. The speakers were Patrick Mulcahey, Governor Marmaduke, Major Rollins, Senator Thomas V. Bryant, of Jackson County, Judge J. J. Lindley, Maj. D. R. Francis, and Hon. H. T. Kent, of St. Louis.

The university and its alumni lost about this time three of their devoted friends. Prof. Joseph Ficklin died September 6, 1887. He was a cheerful, unassuming, popular, Christian gentleman, mathematical author, and devoted teacher. He filled for twenty-two years, with signal ability and honor to himself and to the university, the chair of mathematics; and hundreds of alumni and thousands of ex-students all over the West will freely accord to him premiership in teaching pure mathematics in this university for some thirty years. The fruits of his teaching were self-thought, self-knowledge, self-honesty, exact scholarship, a healthy, burning enthusiasm in the pursuit of mathematics. His impress is upon the minds and characters of a generation of Missourians.

Hon. James S. Rollins died January 9, 1888. Then passed on from this life the patriot statesman, the brilliant orator, the wise legislator, the eloquent advocate of internal improvements and of education—this university's lifelong friend, one of its locators, promoters, reorganizers, benefactors, guardians. Major Rollins's life and labors are woven into the warp and woof of the educational history of this university, State, and nation. He gave to this university as much of his time, labor, and love as any other man, living or dead, and of his means, more than any other, except his father, Dr. A. W. Rollins.

August 25, 1889, Judge Philemon Bliss died. He was an affable, popular, Christian gentleman, an able jurist, and faithful teacher. His was a life of untiring industry, preeminent usefulness, full of years and honors. Whether working on a farm, clerking in a land office, serving in Congress, practicing at the bar, wearing the supreme judicial ermine of two States, writing text-books on law, or presiding for seventeen years over this university's law school and teaching therein, he graced, honored, dignified, and elevated all. Having absolute honorableness as the keynote of his character, untiring labor as his key to success, Judge Bliss made his life a model for rising youth.

* This tombstone and tablet, through the solicitations and exertions of President S. S. Laws and Prof. A. F. Fleet, were given in 1883 to this university by the great grandchildren of Thomas Jefferson, the Misses Randolph, of Virginia.

THE UNIVERSITY ORGANIZATION, JULY 4, 1889.

1. The Schools of the University.

I. THE ACADEMIC SCHOOLS.

(A) *Science.*—(1) Physics; (2) chemistry; (3) geology and mineralogy; (4) biology; (5) mathematics—astronomy; (6) metaphysics.

(B) *Language.*—(1) English; (2) modern languages; (3) Latin; (4) Greek; (5) Sanskrit; (6) Semitic.

II. THE PROFESSIONAL OR BUSINESS SCHOOLS OF THE UNIVERSITY.

(1) Agriculture, opened September, 1870; (2) pedagogics, September, 1868; (3) law, October, 1872; (4) medicine, February, 1873; (5) mining and metallurgy, at Rolla, November, 1871; (6) engineering, September, 1878; (7) military science and tactics, September, 1868; (8) art, September, 1878; (9) commercial school.

A GENERAL VIEW OF THE RELATION OF THE COLLEGE AND OF THE PROFESSIONAL SCHOOLS.

The primary aim of the academic schools of science and language (I–XII) is culture; that of the professional schools (XIII–XXI) is practice. Self is the end of culture, but self is the instrument of practice. The academic training views man himself as the end; but the professional training views man as the means, and the calling (as farming, teaching, law, medicine, mining, engineering, art, etc.) as the end or business pursuit for which he is fitted. The academic or general training fits for no line of business in particular, but it furnishes culture as the condition of the highest attainment in any special vocation. The man, cultured, has more fullness and strength as a specialist than the same man uncultured.

But as all kinds of culture have not an equally important bearing on every line of activity in life, there is occasion for discrimination and choice as to the subjects to be pursued in the academic schools when any one of the professional or business courses is in contemplation. Hence, there are arranged, as will be seen in the synchronistic table, three undergraduate academic courses, or curricula, viz, the classical (A. B.), literary (L. B.), and the scientific (S. B.), for the convenience of students in conforming their efforts to this natural principle of selection. As a matter of fact and of experience, it is found that a student usually accomplishes very little until a settled and definite purpose presides over his movements. The energies of youth are limited; and hence, to qualify them for life's work, which is the great aim of scholastic education, as much definiteness as is practicable should be given to their efforts to save them from waste.

In every properly arranged educational institution, the whole course of study is a crystallized selection. A selection of those subjects and of those practical or professional activities which alone have been deemed most effective in conserving, improving, and transmitting the civilization of any age have been singled out for school work. In this elective sense, and in this sense alone, every age has taught what it knew and all it knew. In former days the physical sciences were not taught because they were not known; they are taught now because they are known; and a proper interpretation of the senses in the order of the acquisition of knowledge, as chronologically preceding abstraction, assigns these sciences, in their phenomenal and empirical aspects, a place in the foreground. The sciences deal with the subject-matter of language, and rationally precede its forms.

It is important to note that the word science, here used respecting the schools of the university, is not to be understood in its popular and etymological sense as

NEW DORMITORY, UNIVERSITY OF MISSOURI.

designating simply knowledge or information, whether in a miscellaneous or in a classified form, but technically and strictly as a term of art, in which sense science is a systematic classification of the laws of phenomena.

Progress in science, according to this definition, can only be effective either by adding to the stores of our knowledge a new fact referable to known laws or by adding a new law. It is the business of the teacher as such to put his pupils in the possession of the sciences as known.

There are two thoughts which seem to be entitled to preside over the department of language. The first is that the professors should be able to think, write, and speak the leading languages which they teach. What would be thought of a professor of English who did not have such a mastery of it? And this case is not peculiar. The second thought is, that in language, as in science. the mind is fed more by the contents of the forms than by the forms themselves. It is truth possessed, and not truth pursued merely, that disciplines and unfolds the powers of the soul. Hence, the five chairs of language, by teaching the literature, antiquities, and history of the peoples who used these forms of speech, map out the world's history, especially so far as it has been bound up in that of our race. Man, who has thus revealed himself, is the most conspicuous part of nature, and hence the schools of language are, by way of eminence, in a popular sense, schools of natural science.

As the languages presuppose their subject matter in the sciences so the professional courses of instruction presuppose, as their natural antecedents, the academic courses. The foregoing tabulated and textual exhibit of the academic and professional schools is believed to rest on a rational method.

It will be observed that our group of professional schools, and their association with the academic group, is somewhat unique, although it is in the general line of our American universities, however unlike those of Europe. The distinguishing features of our university, which are of home growth, including the internal autonomy, adjustment, and dovetailing of the associated schools, give it an adaptation to our wants, institutions, and condition such as no exotic possesses. Our disposition, therefore, is to apologize for these unique characteristics, not by way of deprecation, but only in the old sense of the word, and that is by way of defense. This, however, is not the place for discussion, but only for statement and announcement.*

2. Examinations.

(*a*) Academic students: There are three examinations of the academic students:

1. An examination of the new students is held at the beginning of the session for the purpose of ascertaining their scholarship, and of assigning them to the classes for which they may be qualified.

2. An intermediate examination of all academic classes, partly oral and partly in writing, is held at the close of the first semester.

3. A general examination of all academic classes is held during the ten days preceding commencement for the purpose of ascertaining the year's progress of the students, and of deciding what students shall graduate or be promoted to higher classes.

(*b*) Professional students: In each professional school examinations are held at such times during the session as its dean may direct.

*President S. S. Laws, in University catalogues from 1877 to 1889.

3. Degrees.

(*a*) In academic schools.

(*b*) In professional schools.

(*a*) In academic schools the degrees conferred are: Bachelor of arts (A. B.), bachelor of science (S. B.), and bachelor of letters (L. B.). Each of these degrees crowns a prescribed course of study, and is attested by a diploma.

(*b*) In the professional schools the degrees conferred and attested by diplomas are:

(1) In law, "bachelor of laws" (LL. B.); (2) In medicine "doctor of medicine" (M. D.); (3) In mining, "mining engineer" (M. E.); (4) In agriculture, "bachelor of agricultural science" (B. A. S.); (5) In pedagogics, "bachelor of pedagogics," (Pe. B.), and "principal of pedagogics" (Pe. P.); (6) In engineering, "civil engineer" (C. E.); "topographical engineer" (Top'l Eng'r); "electrical engineer" (E. E.); "military engineer" (Mil. Eng'r).

4. Government of university.

The government and organization of the university is, by the constitution, lodged in a board of 9 curators appointed by the governor and confirmed by the senate. By statute not more than one curator can be appointed from the same Congressional district.

The educational arrangements and internal discipline of the university are lodged by the curators in the faculty.

5. The societies.

(*a*) The literary societies.

(*b*) The alumni association.

(*a*) There are three literary societies existing among the students; two, the Union Literary and the Athenæan, for the young men, and one, the Philalethean, for the young women.

The Union Literary and the Athenæan were each founded in 1842 and the Philalethean in 1880.

These societies hold weekly meetings. An address by some distinguished thinker and orator is delivered before them during commencement week, and diplomas are given to such members as belong to the graduating classes.

(*b*) The alumni association is composed of graduates of the university. It holds an annual meeting on Wednesday and Thursday of commencement week and is addressed in the university chapel by an orator previously selected from its own body.

The objects of this society are the promotion of education, especially in the halls of the alma mater, the reunion of early friends and colaborers in literary pursuits, and the revival of those pleasing associations which entwine themselves about academic life.

In June, 1886, this association resolved to raise, among the alumni by subscription, a permanent endowment fund of $3,000. By June, 1889, this $3,000 had been raised and invested in 8 per cent interest-bearing securities. This permanent endowment placed the association upon a footing never held before and enabled it to be more thoroughly identified with the university. The greatest arm of strength of any institution is its alumni. They are not only its product but its representatives. They know best the merits, true aims, real wants of their alma mater and feel the most pride in her prosperity.

Bryce, in his American Commonwealth, says:

> Of late years there have been active movements to secure the representation of the graduates of each university upon its governing body, and it now frequently happens that some of the trustees are elected by the alumni. Good results follow, because the alumni are disposed to elect men younger and more abreast of the times than most of the persons whom the existing trustees coöpt.

As to alumni in the faculty, the following is the recorded policy of this university's governing body, the curators, and in their words, "It is the conviction of the curators that, all else being equal, the graduates from this university should have precedence of claim to places in the faculty."

6. Scholarships.

In 1888 the Hon. James S. Rollins left, through his heirs, $6,000, to endow six scholarships in the university. "The interest" on this $6,000 to be forever used and appropriated under the authority and by the direction of the board of curators of the University of the State of Missouri for the following purposes, that is:

> To found scholarships to be awarded by the president and faculty of the university—the vote in each case to be by ballot—as a reward for excellence and promise in—
>
> (1) The college of arts for the degree of A. B., $50.
> (2) The college of arts for the degree of B. S., $50.
> (3) The college of agriculture and mechanic arts. degree of B. Ag., $50.
> (4) The college of law for the degree of LL. B., $50.
> (5) The college of medicine for the degree of M. D., $50.
> (6) The college of engineering for the degree of C. E., $50.
>
> These scholarships are intended as a recognition of merit and character in the beneficiaries, and shall be payable on the 1st day of June of each year to that member of the junior class in each of the colleges designated who shall be adjudged entitled to it by the president and faculty.
>
> In awarding these scholarships, it is in the mind of the donor that purely intellectual and literary ability is not alone to be considered, but that the moral character of the contestants should be regarded as a factor of no small weight in coming to a decision.

7. The duration of the session and of the vacation.

The session extends from the second Tuesday in September to the first Thursday in June, save these holidays: Sunday and Monday of

each week, Thanksgiving day, Washington's birthday, and about two weeks at Christmas.

The vacation is of about three months' duration, extending from the first Thursday in June to the second Tuesday in September.

8. University periodical.

The literary societies, by a joint committee of editors, publish a monthly periodical, designed not merely as a record of university affairs, but intended to contain also literary, scientific, educational, and philosophical matters of interest. This paper is an honor to the societies and to the university.

9. Coeducation.

Three young women attended "the normal school" of the university in 1868–69. Later they were cautiously admitted to some of the recitations and lectures in the university building. By act of the legislature in 1872 the Missouri University was opened to women. Coeducation is thus far a success here.

10. A retrospect.

The growth of the university can be most clearly seen by considering the lines along which its educational energies have been exerted:

	July 4, 1889.	July 4, 1876.	July 4, 1866.
I. University faculty, teaching force.	63, including medical school No. 2.	36	6
II. Students	845, including medical school No. 2.	391	104
III. College, academic:			
1. A. B. course graduates	4	2	1
2. S. B. course graduates	8	10	3
3. Ph. B. course graduates.	Abolished	0	Not established.
4. L. B. course graduates	4	1	Do.
5. A. D. B. course graduates.	Abolished	Not established	Do.
6. University alumni, total.	2,038	839	560
IV. Schools, professional:			
1. Normal school	Professors, 12; graduates: 6 Pe. B., 26 Pe. P.	Professors, 13; graduates: D. B., 1; N. D., 7.	Not established.
2. Military department	Professors, 1; students, 175.	Professors, 1; students, about 150.	Do.
3. Agricultural school	Professors, 11; graduates, 1.	Professors, 8; graduates, 1 D. H.	Do.
4. Law school	Professors, 9; graduates. 22 LL. B.	Professors, 6; graduates, 9 LL B.	Do.
5. Medical school	At Columbia, professors, 8; at St. Louis, professors, 23 Graduates: Joint diploma, 11; section No. 2. diploma, 72.	Professors, 8; graduates, 13 at Columbia.	Do.
6. Fine arts department.	Established 1877, opened 1878, closed in 1885 for want of means.	Not established	Do.
7. Engineering school	Professors, 10; graduates, 5.	do	Do.
8. Mining school	Professors, 6	Professors, 7; graduates, 5.	Do.
9. Commercial department.	Teacher, 1; students, 191.	Not established	Do.

	July 4, 1889.	July 4, 1876.	July 4, 1866.
V. Libraries:			
1. University	15,478 books, 16,153 pamphlets.	10,000 volumes	3,000 books.
2. Law	1,980 books	500 books	None, no law school.
VI. Laboratories:			
1. Physical	$4,000, fixtures and apparatus.	None	None.
2. Chemical	$6,200, fixtures and apparatus.	$3,000, fixtures and apparatus.	Do.
3. Geological	$816, apparatus and appliances.	None	Do.
4. Biological	$1,000, appliances	do	Do.
5. Engineering	Testing machine, 200,000 pounds capacity, and other instruments; total cost, $3,000.	do	Do.
6. Veterinary	$5,000, building and equipment.	do	Do.
VII. Museums:			
1. Geological	30,000 specimens, value, $4,055.	29,000 specimens; value, $3,500.	29,000 specimens, $3,500 value.
2. Agricultural	$2,500, cases and specimens.	$1,000, cases and specimens.	None.
3. Biological	$5,500, specimens and cases.	None	Do.
VIII. Observatory	Instruments, $6,000; building, $3,000.	Instruments, $1,500; building, old wooden, $400.	Instruments, $1,500; building, old wooden, $500.
IX. United States agricultural experiment station.	$7,000, building and equipment.	None	None.
X. Farms:			
1. Agricultural	622 acres, moderately well improved.	610 acres, poorly improved.	Do.
2. Horticultural	30 acres, well improved.	30 acres, well improved.	Do.
3. Greenhouse	$2,000, building, plants, and fixtures.	None	Do.
XI. Buildings:			
1. Main building	Enlarged, improved, and refitted at cost of $25,000.	Repaired and furnished at a cost of $20,000.	Deplorably dilapidated.
(a) Capacity	Treble that in 1876	Same as in 1866	Same as in 1843.
(b) Heated	Steam radiators	Coal stoves	Wood stoves.
(c) Lighted	Electricity and gas	Gas	Coal-oil lamps.
(d) Fire extinguishers.	Reservoir, standpipes, and hose.	Buckets	Buckets.
(e) Elevator	Hydraulic, capacity 10 persons.	None	None.
(f) Library hall—			
1. University	73 by 107 feet, with 24-foot ceiling.	Room semicircular, radius 40 feet, ceiling 14 feet.	20 by 40 feet, with 13-foot ceiling.
2. Law	45 by 35 feet, with 13-foot ceiling.	20 by 35 feet, with 13-foot ceiling.	None.
(g) Auditorium	73 by 107 feet, ceiling 32 feet, seating capacity 1,365.	Same as in 1866; seating capacity 500.	Room semicircular, 40-foot radius, with 30-foot ceiling.
(h) Physical laboratory room.	45 by 35 feet, ceiling 14 feet.	None	None.
(i) Museum room	Ground floor 45 by 70 feet, and 4 galleries, ceiling 13 feet.	do	Do.
(j) Engineering laboratory room.	45 by 30 feet, ceiling 10 feet.	do	Do.
2. Scientific building	Same as in 1876	3-story brick building and fittings, $60,000.	Do.
3. Medical building	Same as in 1876	A good 2-story frame	Wretched 1-story frame.
4. Dormitories	4-story brick building, cost $20,000, capacity 104 students; and 5 wooden buildings, capacity 90 students; board at $1.75 per week.	6 wooden buildings, accommodate 100 students, at $1.75 per week board.	None.
5. President's house	Same as in 1876, except $4,000 expended for gas, heating, etc.	Elegant brick, cost $18,000.	In ashes.

	July 4, 1889.	July 4, 1876.	July 4, 1866.
XII. Campus	30 acres	25 acres	20 acres.
XIII. Endowments:			
1. Non-productive	60,000 acres of land	300,000 acres of land	None.
2. Productive	$534,000, interest bearing.	$231,000, interest bearing.	$123,000, bank stock.
3. Yearly legislative support.	$33,500	$16,317.49	None.
4. Yearly income from endowments.	27,920	13,235.92	$3,690.00
5. Total yearly income	$78,007, including school of mines.	$63,943.69, including school of mines.	7,132.50
6. Debts	None	$25,000.00	20,000.00
7. Market value of university warrants.	Par	Par	60 cents on the dollar.

III. SERVICES OF THE UNIVERSITY TO MISSOURI AND THE WEST.

These services to Missouri, in the educational aspect, are greater than one not acquainted with the state of affairs in this State at the close of the civil war and before the rebirth of the university can readily conceive. Adopting Thomas Jefferson's language and adapting that of Professor Minor: "It is cause for gratulation that the general assembly," stimulated by Congressional munificence, emulating Virginia and Michigan, "rescued this State from becoming the Barbary of the Union. To that condition, twenty years ago, it was fast sinking. What was" Missouri's "education then? Where was it? The little we had we imported, like beggars, from other States; or imported their beggars to bestow on us their miserable crumbs." Then our paltry academies—our colleges lacking a high and advancing standard—forced Missourians to go abroad to obtain even moderately advanced education; our academies and colleges, approaching painfully close to the starvation line, had fallen into a state of increasing inefficiency, with the district schools lagging proportionately still farther behind. The "reorganization" of the university inaugurated a felicitous reform of these humiliating evils. The colleges and the schools caught the impulse. The course of instruction was enlarged, the methods of teaching improved; schools of superior order were multiplied. Every department of education, from the lowest to the highest, felt the glow of a new life, and ere a decade had elapsed the people of Missouri, instead of being the poor pensioners upon the neighboring States for the instruction of their youth, had become the dispensers of higher education to much of the West and the Southwest. Such is the sympathy between the several grades of instruction. None can either deteriorate or improve without affecting all. The several grades of schools are in nature, and will become in law, integral, necessary, vitalizing parts of a vital organism.

In the other practical callings of American life the efficiency of the university's teaching, is attested by the excellence of its fruits. Her lines have gone out through all the practical pursuits, useful

THE UNIVERSITY OF THE STATE OF MISSOURI.

HISTORICAL ORDINATES AND CURVE OF ATTENDANCE.

By T. J. Lowry

NUMBER OF STUDENTS
SCALE
25 Students =

GRADUATES
YEARS

PRESIDENTS

S.S.Laws
Dan'l Read
J.H.Lathrop Pres.
J.H.Lathrop Cha'n of Fac'y
B.B.Minor
G.H.Matthews Cha'n of Fac'y
W.W. Hudson
Jas.Shannon
W.W.Hudson pro tem.
J.H.Lathrop

GOVERNORS

D. R. FRANCIS
A. P. MOREHOUSE
JOHN S. MARMADUK
T. T. CRITTENDEN
JNO. S. PHELPS
C. H. HARDIN
SILAS WOODSON
B. GRATZ BROWN
J. W. Mc CLURG
T. G. FLETCHER
W. P. HALL
H. R. GAMBLE
C. F. JACKSON
R. M. STEWART
HANCOCK JACKSON
TRUSTEN POLK
STERLING PRICE
AUSTIN A. KING
JNO. C. EDWARDS
M. M. MARMADUKE
THOS. REYNOLDS

professions, productive industries of the West and Southwest. In all these her voice has been heard, her teachings heeded, her impress made. Her alumni, many unheralded by fortune, unaided by influential friends, all inspired by lofty, useful purposes, and trusting alone to those indomitable qualities which make men, self-thought, self-reliance, self-control, unfaltering perseverance, and unwearying industry, all have hewn their ways up the rugged, slippery steeps which lead to honorable success; many have achieved great success, attained to high, lucrative, honorable position or reached preeminent usefulness.* They have quit themselves like men.

During the last twenty years the two great aims of the Missouri University have been, first, to foster, through her special schools, our great industries; second, to teach of other "subjects, such, and only such, as have been deemed most effective in conserving, improving, and transmitting American civilization." † The result of these definite aims is that higher education in this university is striking roots in the useful professions of every-day life. It is raising the standard of medical education; it is redeeming the bar from the imputations of ignorance so justly heaped upon it; it is increasing Missouri's power of production, while preventing the exhaustion of her soil by teaching her farmers economic agriculture; it is improving her system of public education by recruiting the ranks of her 10,000 district school-teachers with the flower of her youth; it is strengthening the bulwarks of national liberty by diffusing a knowledge of the arts of war among her citizens; and, lastly, it is spreading the knowledge of engineering, and thereby utilizing and husbanding our vast material wealth, and providing, by building roads, bridges, railroads, quick transportation for our surplus products, and by the improvement of our great water highways, cheap transportation for these products.

These are the lines along which the educational energies of this university have been exerted for the last twenty years.

IV. THE PLACE OF THE UNIVERSITY IN THE EDUCATIONAL SYSTEM OF MISSOURI.

That the place for the university is at the head of the State system of education as a vital and vitalizing part thereof is a fixed fact. The United States Congress, and Barton, Geyer, Rollins, Lathrop, Shannon, Hudson, Read, Laws, Missouri legislatures, our originators, founders, locators, organizers, promoters, benefactors, guardians, so designed, and all to that end wrought.

Thomas Jefferson, when he penned the complete system of public

*From the speech of Gen. Odon Guitar introducing Hon. Stephen B. Elkins, June 3, 1880.

†From an open letter of an alumnus to Thirty-first General Assembly. See University Catalogue, 1881–82, p. vi of Appendix.

education for Virginia in 1779, was inspired with the historic idea that the function of a university ought to be "to concentrate the intellectual rays, and to send back the intensified light over the land."

Henry S. Geyer, when he penned the act of February 11, 1839, was saturated with the wisdom of Jefferson's educational system. The same idea inspired the organizers, promoters, and guardians of this university down to our own time. This, the true idea, is rising now, and is to triumph, because it is the burning truth in public education. That it is the truth germinal of a healthy, vigorous public-school system, is the most solemn conviction of the educators and statesmen of Missouri. This idea of a graded, organically articulated, vitally united school system for Missouri is one of those great educational truths which overleap county, district, and party lines with the force of a religious conviction.

The most discriminating Prussian historians unhesitatingly ascribe "the resurrection of Prussia, of Germany, from the profound depths of humiliation into which Bonaparte plunged her, to the resolute institution by her statesmen of a thorough education of her whole people by an all-pervading common-school system which carried the (three) R's to every child, even in the humblest cot; by high schools and colleges for more advanced instruction, and by universities for acquisitions of the highest and most comprehensive order." These schools slowly but surely lifted up that maimed kingdom and vitalized it. They are to-day the light and life of that Empire, which has within so few years arisen in colossal grandeur and assumed a place as an arbiter of the destinies of Europe. Prussia won in that short but great military struggle because she had a brain behind each bayonet.

These are fruits of good schools in Germany. In America it has been the secret of the educational success of New England, the secret of a power which has spread itself over the continent. It is to-day the secret of the educational success of Michigan. Their schools have nourished and given students to their colleges; the colleges have elevated, inspired, and given teachers to the schools, until now their higher grades are what their colleges themselves once were.

Missouri's educators and statesmen, though forced by the sentiment of the people in 1843 to curtail Jefferson's comprehensive system of education which the Geyer Act had incorporated into the legal code of Missouri by plucking out the academies and the colleges, never lost sight of the connection which subsists in nature and should be kept up by law between the several grades of education—the district school, the "high school," the college, the university—unified, and yet duly coordinated. They obeyed Jefferson's life-long admonition, viz, "Let us keep our eye steadily on the whole system."

V. GIFTS TO THE UNIVERSITY BY THE UNITED STATES GOVERNMENT (CONGRESS), BY THE STATE, BY THE COUNTIES OF BOONE AND PHELPS, AND BY INDIVIDUAL DONORS.

Old seminary fund, from the grant in 1820 of two townships (46,030 acres) of land by Congress, sold by the State in 1835 for $78,000, now amounting in gross to	$122,000
Gifts of individuals of Boone County, in order to secure the location of the university, made in the year 1839	117,900
A. W. Rollins aid fund (a bequest, December 10, 1845, by Dr. Anthony W. Rollins to aid young men and women of Boone County in their education, three-fourths of its annual income placed at the disposal of the president of the university for that purpose, and one-fourth of its annual income to be added to the principal, which was originally $10,000), in July 4, 1889, amounting in gross to	36,000
Gift of Phelps County, in lands and buildings, to secure mining school at Rolla, in 1870	55,545
Missouri bonds by legislature, March 29, 1872	166,000
Missouri bonds by legislature, March 29, 1872, for benefit of mining school at Rolla, to erect and equip its building	35,000
Gift of Boone County, $80,000, and of Columbia, $10,000, for location of agricultural college at university, in 1870	90,000
By act of the legislature, approved 21st of February, 1870, the Congressional land grant of July 2, 1862 (330,000 acres falling to Missouri as her portion) was given over to the curators of the university for the benefit of an agricultural and mechanical college, and 25 per cent of the same for a school of mines, at Rolla, Mo.	
Up to July 4, 1889, 270,000 acres of these lands had been sold for $312,000, leaving, on that day, about 60,000 acres of these lands yet to be disposed of	312,000
Gift by the legislature, March 11, 1867, for rebuilding the president's house, which had been destroyed by fire	10,000
Gift by J. L. Stephens, April 9, 1867, to establish "Stephens medal," a prize to best orator on commencement day	500
Gift by Charles Daschel of a miniature steam engine, manufactured by himself and in good working order, to establish the "Daschel prize," to be awarded annually for excellence in physics	
Gift by D. R. McAnally, jr., on May 31, 1880, to establish the "McAnally prize for English," to be awarded annually, a gold medal, the income on the gift of	200
Gift by President S. S. Laws, on May 31, 1880, of the new telescope and the new observatory. These donations cost President Laws $4,000 cash out of his own private means	4,000
Numerous temporary prizes have been given by different persons.	
Gift by Hon. James S. Rollins, through his heirs, of $6,000 cash, to endow 6 scholarships, one in each of the colleges of arts, of science, of agriculture and the mechanic arts, of law, of medicine, and of engineering.	6,000
Gift by the thirty-second general assembly, March 23, 1883, to enlarge and improve the main university building	100,000
Gift by the thirty-third general assembly, to finish and furnish the main university building	25,000
Gifts by the thirty-fourth general assembly to the university—	
for fire apparatus	2,780
for law library	3,000
for balance on electric-light plant	2,761

Gifts by the thirty-fourth general assembly to the university—Continued.	
for enlarging campus	$3,100
for furniture for Athenæan Society	500
for furniture for U. L. Society	500
for new dormitories on campus	20,000
for agricultural barns, etc	24,750
Gift by Hon. J. S. Rollins, for the university, a large new bell—the one in use now (July 4, 1889)	800

VI. PERMANENT AND FIXED GENERAL ENDOWMENTS OF THE UNIVERSITY.

A. Nonproductive Endowments.

Sixty thousand acres of land, the remainder (unsold in 1889) of the 330,000 acres of the Congressional land grant of July 2, 1862.

B. Productive Endowments from which the University Derives a Present Revenue.

	Principal.	Annual income.
Proceeds of the sale of "seminary lands," 2 townships (46,080 acres), donated by Congress in 1820, old seminary fund, at 6 per cent	$122,000	$7,320
Missouri bonds, by legislature of the State March 29, 1872, new seminary fund, at 5 per cent	100,000	5,000
Proceeds of sale of 270,000 acres of the 330,000 acres of land donated by Congress July 2, 1862, for "colleges of agriculture and the mechanic arts," invested in "State certificates of indebtedness," at 5 per cent:		
Three-fourths to Agricultural and Mechanical College at Columbia	234,000	11,700
One-fourth to School of Mines at Rolla	78,000	3,900
Total of fixed endowments yielding income for general university purposes	534,000	
Total annual income on same to university at Columbia		24,020
Total annual income on same to university mining school at Rolla		3,900
Total annual income on endowments of the university for general purposes in all her departments		27,920

On July 4, 1889, the whole property of the university may be safely set down as $1,100,000, of which its campuses, buildings, farm of 640 acres, libraries, museums, laboratories, observatory, and other teaching appliances may be put at $454,000, its 60,000 acres of unsold lands at $72,000, and its productive endowments at $534,000.

To this sketch of the Missouri State University it is proper to append the names of the presidents who from the beginning have presided over the successive boards of curators. They are as follows:

President.	Term of service—	
	Began.	Ended.
William Scott	1839	1840
Thomas M. Allen	1840	1843
John Slack	1843	1843
Warren Woodson	1843	1848
Caleb S. Stone	1848	1850
F. R. Palmer	1850	1853
Caleb S. Stone	1853	1856
P. H. McBride	1856	1860
W. H. Allen	1860	1863
Thomas M. Allen	1863	1865
Moss Prewitt	1865	1869
James S. Rollins	1870	1886
E. W. Stephens	1886	1887
W. Pope Yeaman	1887	1889
John Hinton	1889	

LIST OF OFFICERS AND SUBJECTS TAUGHT, UP TO JULY 4, 1889, IN THE UNIVERSITY OF THE STATE OF MISSOURI.

Agriculture—G. C. Swallow, Scott Hayes, S. M. Tracy, J. W. Sanborn.

Anatomy—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, T. A. Arnold, W. Moss, Jo. N. McDowell, C. W. Stephens, J. T. Hodgen, L. T. Pem, C. A. Todd.

Ancient language—G. C. Pratt. G. H. Matthews, J. Packer, A. G. Wilkison. (See Latin and Greek.)

Art—Gen. George C. Bingham, Conrad Diehl.

Astronomy—(See Mathematics).

Botany—G. C. Swallow, S. Hayes, S. M. Tracy, G. D. Purinton.

Chairman of faculty—J. H. Lathrop, G. H. Matthews.

Chemistry—E. H. Leffingwell, A. Litton, G. C. Swallow, John Lock, J. G. Norwood, P. Schweitzer, J. J. Haden, C. L. Speyers, A. E. Hopson, C. O. Curtman.

Deans—Agricultural faculty, G. C. Swallow, J. W. Sanborn; Engineering faculty, T. J. Lowry; Law faculty, P. Bliss; Medical faculty, J. G. Norwood, J. S. Morris; Normal faculty, E. L. Ripley, G. C. Bibb, D. R. McAnally, E. A. Allen.

Demonstrator in anatomy—J. H. Duncan, W. Moss, C. A. Todd, J. T. Hodgen, C. W. Stevens.

Diseases of women and children—A. W. McAlester, S. G. Moses, T. Barbour, G. M. B. Maughs.

Drawing—W. Alexander, E. L. Ripley, Conrad Diehl.

Elocution—O. Root, J. K. Hosmer, S. S. Hamill, W. H. Cole.

Engineering—W. W. Hudson, R. W. Johnson, J. W. McMurray, T. J. Lowry.

English literature—R. S. Thomas, S. Price, J. J. Jacobs, J. H. Lathrop, J. V. C. Karnes, L. G. Drury, L. B. Williams, G. M. Catron, O. Root. (See English and history).

English and history—J. W. Albert, J. K. Hosmer, S. S. Hamill, W. H. Cole and D. R. McAnally, E. A. Allen.

Entomology—S. M. Tracy.

Geology—(See Mineralogy).

German and French—I. Hainer, A. G. Wilkison, H. N. Ess, O. Root, Miss M. B. Read, J. W. Abert, B. S. Newland, A. Meyrowitz, Mrs. J. P. Fuller, J. S. Blackwell, B. F. Hoffman.

Greek—S. Price, L. B. Williams, J. V. C. Karnes, J. M. Leonard, A. F. Fleet, W. E. Coons.

Hebrew and Semitic literature—A. Meyrowitz, J. S. Blackwell.

Language—W. C. Shields.

Latin—W. C. Shields, J. W. Cowgill, D. W. B. Kurtz, E. H. Twining, W. S. Pratt, M. M. Fisher, J. C. Jones (assist.). (See also Ancient language).

Law, in law school—J. H. Overall, B. Gordon, P. Bliss, R. Fagan, W. J. Babb, F. P. Blair, C. G. Tiedemann, J. A. Yantis.

Law, ethics, and political economy—J. H. Lathrop, J. Shannon, J. J. Jacobs, B. B. Minor. (See Mental, moral, and political philosophy; also Political economy.)

Lectures—Entomology, C. V. Riley; Law, S. Treat, A. Krekel, H. S. Kelley, O. Guitar, S. D. Thompson; veterinary surgery, H. J. Detmers, L. J. Smith; Engineering, G. C. Pratt, V. C. Yantis, J. B. Eads, C. R. Suter.

Librarians—R. S. Thomas, B. S. Head, E. T. Fristoe, J. G. Norwood, S. Hayes, J. H. Drummond, J. W. Monser.

Materia medica—A. W. McAlester, J. H. Duncan, R. F. Barret, W. M. McPheters, J. P. Kingsley.

Mathematics and astronomy—W. W. Hudson, B. S. Head, E. T. Fristoe, J. Ficklin, W. B. Smith, T. J. Lowry (astronomical observatory). (See Mechanical philosophy.)

Mathematics—Assistant, R. A. Grant, H. N. Ess, L. G. Drury, J. W. Cowgill, D. W. B. Kurtz, W. A. Cauthorn, W. C. Tindall.

Medical jurisprudence—J. G. Norwood, R. F. Barret, A. Hopson.

Mental, moral, and political philosophy—D. Read. (See Metaphysics.)

Metaphysics—R. S. Thomas, J. J. Jacobs, B. B. Minor, J. H. Lathrop, S. S. Laws.

Military science and tactics—Gen. R. W. Johnson, Capt. R. B. Wade, Maj. J. W. McMurray, Lieut. F. P. Blair, Lieut. J. J. Haden, Lieut. E. H. Crowder, Lieut. B. B. Buck.

Mineralogy and geology—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, J. W. Spencer, G. C. Broadhead.

Natural science—G. M. Catron, J. G. Norwood.

Normal—S. Price, E. H. Haight, D. W. B. Kurtz. (See Pedagogy.)

Pedagogy (see Normal)—E. L. Ripley, G. C. Bibb, D. R. McAnally, E. A. Allen.

Physics—W. H. Hudson, E. T. Fristoe, J. G. Norwood, B. F. Thomas, W. B. Smith, M. Thompson, M. L. Lipscomb; assistant professors, T. J. Lowry, W. H. Schuermann, A. A. Fuller.

Physiology—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, J. H. Duncan, Woodson Moss, R. F. Barret, G. Bremer.

Pomology and forestry—George Husmann.

Practice of medicine—T. A. Arnold, J. H. Duncan, J. F. Hanna, J. S. Moore, P. G. Robinson.

President—J. H. Lathrop, W. W. Hudson, J. Shannon, G. H. Matthews, B. B. Minor, J. H. Lathrop, D. Read, S. S. Laws.

Primary instructors—W. H. Buckner, W. A. Thompson, W. C. Dawson, Miss M. B. Read, J. G. Anderson, E. Penter, Miss L. M. Wylie, Miss S. A. Ware, Miss L. Gillette, W. L. Pratt, C. L. Buckmaster, Miss L. Bedford.

Principal primary department—J. J. Searcy, C. H. Crowell, Mrs. C. Ripley.

Secretary, since 1867—O. Root, G. C. Swallow, E. H. Twining, Paul Schweitzer, T. J. Lowry, J. C. Jones.

Surgery—A. W. McAlester, J. G. Broome (lecturer), J. N. McDowell, James McDowell, J. T. Hodgen, P. Tuholske, T. F. Prewitt.

Veterinary science—Paul Paquin.

Obstetrics—T. Barbour, S. G. Moses, G. M. B. Maughs, G. A. Moses, A. W. McAlester.

SCHOOL OF MINES AT ROLLA, MO., ESTABLISHED 1872.

Faculty.	Entered.	Retired.
Charles P. Williams, A. M., Ph. D., director; professor general chemical metallurgy; resigned	1872	1877
James W. Abert, professor civil engineering and drawing	1872	.....
Nelson W. Allen, A. B., professor pure mathematics, secretary faculty; resigned	1872	1874
William E. Glenn, M. D., professor anatomy, physiology, and hygiene	1872	1874
William Couch, instructor in English	1872	1874
John H. Gill, librarian	1872	1874
Geo. D. Emerson, professor civil and mining engineering	1873	1886
Robert W. Douthat, A. M., Ph. D., professor English, secretary of faculty	1873	1884
James S. Yantis, assistant professor mathematics, librarian	1874	1875
Almond W. Hare, M. E., assistant in preparatory department and chemical laboratory	1874	1875
Van Court Yantis, professor of mathematics and librarian	1875	1878
Chas. E. Wait, C. E., M. E. director, professor analytical chemistry	1877	.....
Edwin J. Jolley, adjunct professor of mathematics, librarian	1878	1880
Miss Florence Whiting, assistant preparatory department	1878	1883
T. C. Thomas, T. E., adjunct professor of mathematics	1880	1881
Prof. Z. Whitney, A. M., LL. B., professor of mathematics	1881	1885
J. M. Morris, A. M., professor of physics and natural history	1882	1883
Victoria G. Conkling, assistant in preparatory department	1883	.....
E. D. W. Eaton, B. S., professor of mathematics	1884	.....
W. G. Clark, B. S., assistant in mathematics and chemistry, and secretary of faculty	1884	.....
E. A. Drake, A. B., instructor in English branches	1884	.....

Chapter II.

CENTRAL COLLEGE, FAYETTE, MISSOURI.

(Under the auspices of the Methodist Episcopal Church South.)

By T. BERRY SMITH.

INTRODUCTION.

It may be said, as far as human experience goes, that "every consequent has its antecedents." This is true of Central College, and in order that the story of these interesting antecedents may be preserved and give added interest to the history of the institution itself, it is deemed proper to preface a sketch of the college with an outline of educational matters, both in Fayette and in the Methodist Episcopal Church South in Missouri.

We have no written documents regarding educational work in Fayette from thirty-five to fifty years ago, but we do have the memories of hale, though gray-headed, men who yet abide with us, and from them many interesting facts have been obtained.

From some recollections furnished by Judge A. J. Herndon the following is quoted:

> When I came to Fayette in 1835 there was a 2-room, 1-story brick building just a little south and west of where Central now stands, called Fayette Academy. Archibald Patterson, a man of classical attainments and quite successful as a teacher, was in charge. To him Fayette and the county owe a debt of gratitude. His great ambition was to have here a college of high grade, and he labored assiduously to that end. Doubtless largely through his influence a more imposing edifice than his little red schoolhouse was begun on the site where Central College stands to-day. The work progressed slowly, and was not entirely completed when in February, 1838, the building caught fire from a stove on the first floor and was burned. Subscription lists were prepared and circulated, money subscribed, and in process of time contracts were made and the work of rebuilding commenced.

The work on the building above referred to—2 stories, with 4 imposing columns in front—was pushed to external completion about the year 1840, because it was about that time that the State of Missouri advertised for bids for the location of her State university. Howard County, of which Fayette is the capital, took a lively interest in the contest for location, and made a large bid ($94,000). The citizens of

Fayette, foreseeing the purpose of the State and hoping to secure the location of the university, had given freely of their means to complete a stately building as an additional inducement. The hoped-for end was not attained.* The prize was borne off by a neighboring county (Boone), as appears in the history of the State university.

After that the work on the building lagged, and the interior work was not all done when the contractors had it sold on December 6, 1844. It fell into the hands of Capt. William D. Swinney, an enterprising citizen of Howard County, by whom, in course of time, it was transferred under most generous conditions to the Methodist Episcopal Church, South, for school purposes.

In the meantime Professor Patterson had been called to other fields of labor and had left Fayette. He went first to Palmyra, to Marion College, which was shortly afterwards removed to Lexington, and was transferred with it.†

In the fall of 1844 the doors of the little red schoolhouse were again thrown open and a school was begun with only 7 pupils, which was destined to become the mother of the 2 colleges that stand in Fayette to-day—Central, and Howard Female.

"William T. Lucky, just graduated from McKendree College, Lebanon, Ill., came with his young wife, Mary Scarritt, to Fayette in the summer of 1844, both animated by an intense desire to do honorable and Christian work. He taught his classes by day, and during leisure hours and often by night assisted to complete the college building. The energy and practical management which Mr. Lucky gave this school soon bore its fruit, and in less than two years the old building, roomy as it was, was thronged with students, and the family accommodations of the town and vicinity were fully taxed to accommodate pupils from abroad."‡ Mr. Lucky had been joined ere this by his brother-in-law, Nathan Scarritt, a man destined to play an important part in educational matters in Fayette and to become the first president of Central College. They organized Howard High School.

On October 6, 1847, the large building and its grounds were conveyed by Captain Swinney and wife to Wesley S. Green, Joseph Sears, Thomas Johnson, Andrew Monroe, and Abiel Leonard, as joint tenants, in trust for a public institution of learning, to be under the

* Because, as is credibly stated by 2 old citizens of Fayette, the commissioners on the road from Fayette to Columbia were met by men from Boone, who found out what Howard had subscribed, and hurried back and increased their own subscription enough to beat Howard.

† This institution was the predecessor of what is now known as Central Female College, bearing the same relation to Methodism in Missouri that Central College does as a male school. Central Female College is a school of high grade, is well equipped with buildings and appliances, employs a large and able faculty, has a full attendance, and is doing excellent work in the cause of Christian education.

‡ From the address of Rev. C. W. Pritchett, delivered at the corner-stone laying of Centenary Chapel in 1883.

control and government of the conference of the Methodist Episcopal Church, South, in Missouri. The Howard High School of Lucky and Scarritt was transferred into the new organization, and thus became identified with the interests of Southern Methodism in the State, and hence "the mother of both Central College and of Howard Female College." In the progress and growth of Howard High School Professor Lucky had a noble band of coworkers.

Professor Pritchett says: "It was a striking indication of the foresight and administrative ability of Mr. Lucky that so early he called around him, and united heart and hand in this work, such men as Hon. Abiel Leonard, Hon. Joseph Davis, Claiborne F. Jackson, Samuel C. Major, Henry W. Kring, Dr. John A. Talbot, Rev. Thomas Johnson, Rev. Andrew Monroe, Rowland Hughes, Adam Hendrix, Francis E. Williams, and C. C. P. Hill. He mentions also, as contemporaries or successors to these, Gen. John B. Clark, Judge Alfred W. Morrison, Andrew J. Herndon, and G. M. B. Maughs, M. D.

Again, he says: "I have often heard it said, to the credit of Fayette and vicinity, that it is a unit for its schools, and this unanimity of feeling and action is due in no small degree to the personal and social position of the men who watched over this school more than thirty years ago."

About 1848 Mr. Scarritt retired from the school to enter the active ministry, and Prof. William T. Davis became connected with the work of education in Fayette. The school continued to grow in favor, both at home and abroad, and outgrew all others in the State, insomuch that there was pressing need for larger accommodations for teaching and for boarding. In 1851 Rev. C. W. Pritchett became connected with Howard High School, and he says: "About 1852 the school was very prosperous, having an annual enrollment of about 350 pupils."

In September, 1851, the Missouri Conference met at Fayette in annual session, Bishop Capers presiding, and became better acquainted with the good name of Howard High School, the property of which, as we have already seen, had been conveyed to certain joint tenants, in trust, for the Methodist Episcopal Church, South. So favorably impressed was the conference that Rev. J. F. Riggs was appointed a special agent to raise funds to be used in the erection of a boarding house. This house was built in 1852, and in the fall of 1853 President Lucky, with family and a large number of boarders, was domiciled in it. It constitutes at the present date the front portion of Howard Female College.

But out of the conference of 1851 and the formal action taken in regard to the immediate facilities of Howard High School, there grew impulses to more extended action in educational matters in the Church. A general educational convention of the whole Methodist Church, South, in Missouri, was convened in the city of St. Louis on the 13th

day of April, 1853. Two days were spent in discussing the location of the new college, which was to be "an institution of learning of the highest order."

The 2 sites before the convention were Howard High School, at Fayette, and St. Charles College, at St. Charles, Mo. The latter had many advantages in the discussion. It was an old-established school, having been projected in 1832 or 1833,* and formally opened in 1836, with Prof. John H. Fielding as first president.

It had, besides buildings and grounds, a considerable nucleus of an endowment fund. Contiguous to St. Louis, whence it was expected the bulk of moneyed gifts and bequests would come for the new college, it had the great Marvin for its advocate.

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*As a part of the history of education in Missouri it is proper that some mention be made of St. Charles College, and the following is taken from Finney's Life and Labors of Marvin, pp. 285–286:

"St. Charles College has in many respects a peculiar and interesting history. It is the oldest Protestant college west of the Mississippi River. Its origin connects it with the first general and marked educational movement of the Church, originating in the action of the general conference of 1820. The sentiment of that conference in its favor was very pronounced, and was responded to with enthusiasm throughout the connection. Within about a decade Wesleyan University was established for the New England States; for the Keystone State, Madison College; and Randolph-Macon, Lagrange, and Augusta for the Atlantic seaboard and the South and West. In the more distant West, McKendree College was established on the east of the Mississippi, and on the west St. Charles College. In 1836 it was formally opened, with John H. Fielding, brought from the chair of mathematics at Augusta, as its first president. The enterprise was projected as early as 1832 or 1833, and was founded on the charity of Mrs. Catherine Collier, a noble Methodist matron. She was the mother of the late George Collier, well known as a leading and one of the most wealthy citizens of St. Louis. In former years of his life his residence and business had been at St. Charles. As expressed and limited in their last wills, respectively, it was the intention of mother and son to establish a Christian and Methodist school and to promote an educated Protestant ministry of the gospel. The mother died first. By her will, dated August 31, 1833, and probated August 26, 1835, she bequeathed $5,000 to her son in trust for the contemplated school—the use of $2,000 being limited primarily to the education of young men preparing for the ministry in the Methodist Church. Upon this original financial basis the conference, in counsel and cooperation with Mr. Collier, resolved to establish the college.

"At the death of the son, in July, 1852, he bequeathed to it $10,000, conditioned upon the like sum being raised by the church within ten years from the date of his death. This led to the appointment of Marvin to the agency for the college in the following year. The proposal of the George Collier bequest was in that day comparatively a munificent largess. It was timely aid and encouragement. The condition of the college was emergent. After the death of Mr. Fielding, the first president, in 1844, it did not prosper. After 1848 the name of the college and its presidential appointment disappeared from the conference minutes, and did not reappear again till 1855. Then Rev. Dr. William H. Anderson is president. Marvin did not cease his labors until the required $10,000 was obtained and the Collier bequest secured. Thus the college became possessed of $23,000 of endowment and it remains intact to this day."

On the other hand, Howard High School had the advantage of being more centrally located, of large attendance and wide popularity at the time the convention was called, and was advocated by that excellent speaker, Rev. William G. Caples.

In his advocacy of St. Charles College Marvin made an elaborate speech, expected an answer, and was prepared for it. But Mr. Caples met facts and arguments by ridicule and raised a laugh at Marvin's expense, and so managed matters that when the vote was taken Fayette was selected. The news was received in Fayette by telegram, and Professor Pritchett says: "Every window in the old college building was a blaze of light that night, and the old brass cannon Doniphan, captured in Mexico, and which had lain around the streets for many years, sent its thundering echoes over the country for miles around."

Central College was not formally opened until 1857, but during the intervening years Howard High School continued to flourish. At the beginning of 1854 the number of students in all departments was 352, from all parts of Missouri. In January of that year the college edifice was burned, but under the grand administrative ability of President Lucky only one day was lost from school work. As will be explained in the history of Central College proper, the burning led to the erection of the north wing of the present Howard Female College, and in this wing was begun the session of 1855 and 1856.

It was about this time that the separation of the two sexes took place, and that régime was begun which has continued, with brief intermissions, to the present day. President Lucky remained in charge of the girls and the school building while Professor Pritchett and the boys sojourned in various places until the Central College edifice was completed, and then they entered it, under the presidency of Rev. Nathan Scarritt, in 1857. The female department was chartered as Howard Female College in 1859, and Professor Lucky remained at its head until it was closed by the war in 1861. Since the war it has ever kept an efficient faculty, had large patronage, and is to-day one of the best female colleges in the land.

CENTRAL COLLEGE—ANTEBELLUM HISTORY.

Central College was christened by the St. Louis Conference of the Methodist Episcopal Church South in October, 1854, but its birth dated back a couple of years, and the available written records of the institution begin with September, 1852, when the St. Louis Conference, then in session at Lexington, Mo., adopted the report of a committee on education, of which the following is an extract:

> In the judgment of your committee the time has come when the educational wants of our people require, and the resources of our people justify, the establishment of a literary institution of the highest order in Missouri. But while we need and must have the facilities afforded by this order of institution, your committee are of the decided opinion that it is the true policy of the church to unite upon and undertake the upbuilding of one such institution in Missouri, and only one.

In accordance with these sentiments, your committee recommend that this conference in an official way signify to the Missouri Conference our willingness to unite and cooperate with them on such a plan for the establishment of a college for the church in this State as shall be mutually agreed upon by the two conferences.

Then follows a plan of procedure in the matter, all of which was acted upon by the Missouri Conference sitting at St. Joseph two weeks later, when the following resolution of concurrence was adopted:

Your committee, therefore, feeling a deep interest in the cause of education, and believing the plan proposed by the St. Louis Conference to be a judicious mode of carrying out and effectuating the object proposed, do strongly recommend our conference to appoint commissioners to meet and confer with the commissioners of the St. Louis Conference, and also to select delegates to meet with the delegates of the St. Louis Conference on the plan proposed by the said conference.

E. M. MARVIN, *Chairman.*

The commissioners and delegates of the two conferences met in St. Louis on the 13th day of April, 1853, and organized, with Rev. D. R. McAnally chairman and Rev. Nathan Scarritt secretary. After due deliberation and a stormy debate Fayette, in Howard County, was selected as the site for the new college, and it was agreed that "the sum necessary for the endowment of the proposed college is $100,000, of which at least $50,000 shall be secured, as herein provided for, before the institution shall commence operations. Furthermore, the amount necessary for the erection of suitable buildings and appurtenances for the immediate use of the college is $25,000."

Their plan for raising money was a graded scale of subscriptions, with certain privileges attached as to naming the college, naming professorships, the use of scholarships, etc., and each conference was to appoint an efficient agent in its own bounds to accomplish the aforesaid end as soon as possible.

The action of the convention was concurred in by the two conferences at their next annual sessions, and each conference appointed an agent and its quota of curators.

The first meeting of the board of curators was held in Fayette on December 9, 1853. This board consisted largely of tried and honored men—tried in executive and financial matters pertaining to educational work, as the strong helpers of Howard High School and other educational ventures in Fayette, and honored at home and abroad with places of responsibility, both in church and state. Among them were Judge Abiel Leonard, Judge C. C. P. Hill, Hon. Joe Davis, Dr. G. M. B. Maughs, Gen. John B. Clark, Rev. P. M. Pinckard, Rev. W. B. Watts, and others. The records show these men standing by Central College with unwavering constancy until each in his own time laid down the burden of life and went the way of all the earth.

After appointing some committees on site for college building, terms of subscription to endowment fund, and other matters, the board adjourned to meet in June, 1854, but an unexpected event called them together at an earlier date.

On the night of January 26, 1854, the Howard High School edifice was destroyed by fire. Its board of trustees at once arranged for a joint meeting with the board of curators of Central College, which was held in Fayette, February 4, 1854. At this meeting the present site of Central College (library hall) was acquired. The site of the burned edifice was surrendered on condition that the curators of Central College add to the boarding house of Howard High School a wing for school purposes, and, in addition, should forever hold the surrendered grounds "exclusively for uses declared in the deed under which it is now held," and build thereon or adjoining the proposed Methodist college.

The charter of Central College was approved in March, 1855, and was formally accepted and adopted by the board of curators in December of the same year.

In September, 1856, the subscriptions to the building fund were reported to be $25,493, and the college edifice was in process of erection.

Years had come and gone since the projection of the college, and the earlier subscribers were becoming clamorous for the opening of the actual work so long delayed. Moved thereby, the board took steps at the June meeting, 1857, looking to the early opening of the college, and, by way of incipient organization, adopted the following resolutions:

1. It is expedient, in view of the urgent demands of its friends and the expectations of the public, that we make incipient organization of Central College to open in the month of September.

2. Two professors and a principal of the preparatory department will, in our judgment, meet the demands of the college for the ensuing year.

The two chairs established in the beginning of the institution were those of mathematics and ancient languages and literature, and the men chosen to fill them were Rev. Carr Waller Pritchett, then principal of the male department of Howard High School, and Rev. Nathan Scarritt, of Kansas Territory, the latter to be also president pro tempore for the ensuing year. Mr. Eli Offutt was put in charge of the preparatory department.*

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*It is worthy to note here that these men were all still living in 1889 and filling honored places in the land.

Rev. Nathan Scarritt, D. D., has his home in Kansas City, to which place he went when it was a mere village and out of the growth of which he has realized much worldly goods. During the more than a quarter of a century elapsed since those college days he has been an active minister of the gospel, and to-day, as for years past, is one of the curators of Central College.

Rev. Carr Waller Pritchett, LL. D., F. R. A. S. of England, has his home at Glasgow, Mo., to which place he went in 1866 to assume the presidency of Pritchett Institute, from which in 1873 he retired to superintend the erection and establishment of Morrison Astronomical Observatory. He became director of the same in 1875, and since then has devoted his whole time to patient and thorough astronomical work.

Eli Offutt for nearly twenty years has been connected with Washington University at St. Louis as professor of mathematics.

As to the curriculum, a liberal course is laid down for the preparatory department, but that for the collegiate department is summed up in the statement "the course of studies shall be equal to the course in our best colleges." How this was to be accomplished with a faculty of two men the records do not undertake to explain.

The next June (1858) the records state that the aggregate amount of subscriptions to the endowment fund was $40,286.

The following preamble and resolutions show how the natural sciences were esteemed at that time:

Whereas it is contemplated ultimately to embrace the chairs of physiology and anatomy and chemistry and geology; and whereas it is desirable to begin these organizations as soon as possible; and whereas it is believed the commencement can be made without involving the board in any pecuniary liability: Therefore,

Resolved, That we proceed to elect a professor of anatomy and physiology and a professor of chemistry and geology.

Resolved, That these studies be regarded as extra, and that the professors be entitled to the tuition fees of their classes as their only compensation.

Resolved, That we will endeavor to raise by private subscription $400 for the purchase of apparatus for these departments.

These resolutions were laid on the table at the time, but in June, 1859, it was resolved "that there be, and hereby is, established a chair of natural sciences in Central College." Prof. C. W. Pritchett was nominated and elected to fill the new chair, which in his letter of acceptance he entitles a "professorship of mathematics, astronomy, and mechanics." So the chair of natural sciences proposed the preceding year was still unfilled.

In the spring of 1858 President Scarritt resigned and Professor Pritchett assumed control for the remainder of the year. In June the board elected Dr. E. E. Wiley, of Emory and Henry College, Virginia, to the presidency, but he declined. In September Rev. A. A. Morrison, of the St. Louis Conference, was chosen president pro tempore. After serving in this relation for the current scholastic year, he was formally elected to the presidency June 22, 1859, in which position he served until March, 1860, when he resigned, and Professor Pritchett again had charge until the close of the year.

On May 2, 1860, the board convened and elected to the presidency Rev. William H. Anderson, at that time at the head of St. Charles College. He accepted the position and delivered his inaugural address on June 21 following. He served until the college was closed by the war in 1861. During these four years of the active existence of Central College prior to the war much good work had been done. Six young men had been graduated, 4 as bachelor of arts, 1 as bachelor of science, and 1 as bachelor of letters.

The financial affairs of the college, however, had lagged. Faithful and true men, such as Pinckard, Prottsman, Wharton, Monroe, Caples, Marvin, and others had gotten two large subscription lists—the one for building, the other for endowment—but for various reasons the funds could not be realized. At least one must infer that such was

the case from the fact that the records contain the minutes of frequent meetings in which the burden of business was in regard to a debt on the college edifice and deficiencies in salaries of the members of the faculty.

CENTRAL COLLEGE—POSTBELLUM HISTORY.

The last minutes before the interregnum consequent upon the civil war between the States bear date of July 17, 1861. The next entry is dated June 4, 1867, when some of the old board of curators met and transacted some business pertaining to the future of the college. School was being kept in the college building, having been opened in 1866 by Rev. H. A. Bourland and others, but it was rather in an independent way than under the auspices of the authorities of the institution.

The conferences at their September sessions appointed committees to meet and confer in regard to the college, and clothed them with authority to annul the old board and select a new one. This joint meeting was held in St. Louis on October 29, and a new board of curators, consisting of five members from each conference, was appointed and vested with "all the authority conferred by the charter, unrestrained by any interference on the part of said conferences."*

The next day the new board met and resolved (about as had been done long before the war) "that Central College be opened as an institution of learning of the highest grade as soon as an endowment of $100,000 shall have been raised and funded, and not before; and until such opening this board shall provide such means and facilities for education in Central College buildings as may be in their power." No doubt they were profiting by the past history of monetary affairs in connection with the college, which even then had a debt—a debt for the structure of the college building—hanging over it, a heritage of the antebellum days.

The following November the board met again in St. Louis and transacted some important business. Dr. W. M. Rush was elected secretary, and Adam Hendrix, esq., treasurer, in which positions, respectively, each served until death or feebleness from disease caused him to lay down the burden so faithfully borne.†

*The new board consisted of Col. Joseph Davis, Adam Hendrix, esq., Revs. William M. Rush, John D. Vincil, and W. M. Leftwich, of the Missouri Conference, and Hon. Trusten Polk, T. R. E. Harvey, esq.; Revs. D. R. McAnally, William A. Smith, and T. M. Finney, of the St. Louis Conference.

†Mr. Hendrix died May 31, 1876; Dr. Rush in 1886. The latter's letter of resignation of the secretaryship is recorded in the minutes of 1886:

BOONVILLE, MO., *June 7, 1886.*

DEAR DR. HENDRIX AND MEMBERS OF THE BOARD OF CURATORS OF CENTRAL COLLEGE: For nineteen years I have been secretary of your board. During all that time, so far as I can remember, I have been present at every meeting, but now God has released me—my work is done. I ask to resign my position as secretary of the board of curators of Central College. May the blessing of God be upon you in all future time, and make the college a thousand times greater than all our hopes. Farewell.

WM. M. RUSH.

Also arrangements were made to hold an educational convention in Fayette at the close of the current scholastic year. In June, 1868, that convention was held, and at the same time the board of curators met in annual session.

Those days form an important epoch in the history of Central College. Then was the crisis of effectual resurrection passed, and then began the rising tide of progress which has not yet reached its flood, and, please God, it never shall. There were many good and tried men among those who met in that June time, and they acted wisely and well.

Bishop Marvin presided over the convention. What his relation was to Central College can best be understood from a passage taken from Finney's Life and Labors of Marvin (p. 165), a passage appropriate not only to the history of Central College, but to the educational world in general:

> In American Methodism the Church has given her strongest men to the college—Olin and Fisk and Smith. From college chairs and the desks of editors it has taken men for the episcopacy—Paine, Bascom, Pierce, Wightman, Doggett, McTyiere—some not college bred, but all cultured and the friends of culture. Before the close of the last century Asbury recommended "that all annual conferences should establish seminaries within their bounds."
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> McKendree, a bachelor, left his property as the foundation of a college in the West, which bears his name. Every episcopal address from the beginning has reviewed the educational work of the Church, and its supervision has become the settled traditional work and common law duty of episcopal administration. At the present day, for special oversight, most of the colleges of Southern Methodism have each a patron bishop. Doggett, for Randolph-Macon; Wightman, for Wofford; Pierce, for Emory; Paine, for Oxford; Keener, for Centenary; Kavanaugh, at the Wesleyan University; and McTyiere, at the Vanderbilt; Central College, the connectional institution for the three conferences in Missouri, having had for its special patron Bishop Marvin.

There was long and careful deliberation and the convention was positive, even enthusiastic, in its spirit; "it only needed that a leader might be found to mount the crest wave. It must be a man of power, and in the person of the future president." Such a man was present in the person of Rev. William A. Smith, D. D., pastor of Centenary Church at St. Louis. He had rendered faithful service as college president at Randolph-Macon, Virginia, from 1846 to 1866. He had seen the labor of twenty years, in the endowment and building up of that institution, wrecked in the ravages of war, and had turned, in his old age, to the pastorate and been transferred to St. Louis. His ability as educator and executive was well known, for at the first opening of Central College he had been solicited to come to its presidency, but he would not leave his loved Virginia college. And after his coming to Missouri he had already twice declined to take upon himself the labor of resuscitation of Central, "its buildings dismantled, having been used as barracks, and its endowment scattered to the four winds."

But during the convention two of his friends called upon him and proposed to him to take the presidency of Central College, with the understanding that his first work would be to raise an endowment of $100,000. After careful and prayerful deliberation he consented to allow his name to be used, and the board of curators elected him to the presidency on the morning of June 11, 1868. At 10 o'clock a. m. the convention met for its last session. The curators marched into the chapel, Bishop Marvin and Dr. Smith arm in arm, and it was announced that Dr. Smith had been elected and had accepted. "The announcement was an end of doubts and the herald voice of salvation to the college." As a fitting response to his words of acknowledgment of the demonstration of feeling in the convention, it was proposed to begin the subscription to the endowment fund, and several large subscriptions were at once made by Adam Hendrix, esq., Governor Polk, and others. Dr. Smith, with Rev. H. A. Bourland as coworker, spent the following months in an active canvass of the State in the interests of the proposed endowment fund, and in June, 1869, reported that, by including the old bonds, there was probably a total of $100,000 already secured, but he advised that the definite opening of the college be deferred until the fall of 1870.

In this canvass his health had become so impaired that he was compelled to desist from active work. With the permission of the board of curators he retired to the mountains of Virginia, where, after lingering a few months, he passed away lamented by thousands in many a land. Above the rostrum in library hall was affixed a memorial tablet erected to his memory by the students of the "Classical seminary of Central College."

It was under this title that the collegiate work in Fayette was carried on from the election of Dr. Smith until June, 1871. There was a provisional combination of both Central and Howard colleges under Dr. Smith's administration, and in his report to the curators dated June 8, 1869, he outlines a plan for securing the Howard College property with the end in view of establishing a regular female department of Central College when it should be opened. It should be divided into regular schools similar to those in the male department, but the course should be modified to "correspond with what is common in female colleges. But for those young ladies who may elect to perfect the entire curriculum of the college or university studies they should have the privilege of attending all the lectures in the other department and of graduating to the highest distinctions and honors of the university course; * * * also to connect with the female department a regular domestic school, the object of which would be to teach them everything necessary from the kitchen to the parlor, together with cutting and making garments, and elegant needlework, and to do this practically so far as it might be done without employing them in unnecessary drudgery, or so conducting this school as to occasion

an unseasonable delay in the accomplishment of the more regular course of study."

The faculty under this régime consisted of Rev. F. X. Forster as principal or dean. His assistants were Professors Taylor, Doggett, and Williams, with Miss A. E. Cooper governess of the female department and Mrs. J. P. Fuller mistress of music and assistant governess.

In June, 1870, Rev. D. R. McAnally, D. D., editor of the St. Louis Christian Advocate, was elected to the presidency, but he declined, owing to other engagements. Then in August, at a called meeting of the board, Rev. John C. Wills, professor of mathematics in the Southern University, Greensboro, Ala., was elected president. This noble and generous man came to Fayette in 1871, assumed the reins of government, and spent the remainder of his life in Central College. During his term of office came the great financial crisis of 1873, under which there was large depreciation of the endowment fund so laboriously collected by Dr. Smith. In consequence of this, and owing to the fact that very little was added to the endowment fund by way of new subscriptions, the monetary affairs of the college grew worse and worse. Deficiencies in the salaries of the members of the faculty increased the indebtedness every year; and yet both President Wills and his excellent corps of professors—Forster, Miller, Corprew, and others—full of faith in the future larger growth of the college, toiled on and made the class-room work of that high grade which the highest scholarship demands, and sent out to the world graduates of which no institution need be ashamed, and others who did not graduate but bore away upon their hearts and brains the impress of Christian tuition.

The year 1878 was an eventful one in the history of Central College. On February 11 Dr. Wills died, universally lamented, leaving behind him such a name for good and noble deeds that even at the present day his memory is very dear unto many, and "though being dead he yet speaketh." A tablet erected to his memory hangs above the rostrum in Library Hall.

In April the board of curators met to consider a proposition coming from the board of trustees of Pritchett School Institute,* located

* Pritchett School Institute bore the name of Prof. Carr W. Pritchett, who had spent so many years preceding the war in assisting to lay broad and deep the foundation of Central College, and it was founded through the liberality of Rev. James Oswald Swinney, an active member of the board of curators of Central College both before and after the war, and a son of Capt. William D. Swinney, the original founder of Central College. It was chartered in 1867, but had begun its active existence in the fall of 1866 at the old Masonic Seminary, in the midst of the city of Glasgow. In 1869 a more substantial and commodious edifice was completed in the suburbs, and school began therein in September, with Professor Pritchett as president and those accomplished teachers, Bond, Trowbridge, Walker, and others as professors, following a worthy curriculum of classical, mathematical, and scientific branches. It became a generous rival of old Central, only 12 miles distant, and yet it was not in her way at all, because Central had for

at Glasgow, Mo. Pritchett Institute, a nonsectarian, coeducational school with very valuable buildings, equipments, grounds, and endowment, was offered to the Methodist Episcopal Church South in Missouri for educational purposes on certain conditions, viz: (1) The classical department of Central College should be transferred to Glasgow; (2) the coeducational plan in vogue at Pritchett Institute should be adopted; (3) the name Central College should be retained and that of Pritchett Institute surrendered.

The board of curators, on advice of legal counsel, saw that such a removal would cost them part if not most of the endowment and real property of the college, and determined not to accept the offer. But the discussion of the matter caused the people of Fayette to awake to the interests of their college, and a fund of $10,000 was raised by the citizens of Fayette and vicinity and given to the board. This new impulse was greatly furthered by the election to the presidency of Rev. (now Bishop) Eugene R. Hendrix, a former student of Central College, a graduate of Wesleyan University, Middletown, Conn., an able minister of the Missouri conference, experienced in pulpit work and still more widely cultured by a tour around the world in companionship with Bishop Marvin. With his incoming there was established a chair which had long been needed for the training of candidates for the ministry, a "Marvin professorship of biblical literature," and the new president was made its first incumbent.

President Hendrix found "the productive endowment of the college

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a constituency the entire Methodist Episcopal Church South in Missouri, while Pritchett Institute was nonsectarian and had no claim on anybody beyond its own merits.

In 1874 a great impulse to educational and scientific work in Glasgow was given by Miss Berenice Morrison, niece of Rev. J. O. Swinney. Through her munificence the magnificent sum of $100,000 was given, to be divided into two equal parts, one for the endowment of Pritchett Institute and the other for the erection, equipment, and endowment of an astronomical observatory of high order.

By this gift the buildings, grounds, and endowment of Pritchett Institute became worth about $80,000, and the observatory—named Morrison in honor of its founder—which stood contiguous, was worth $50,000 more.

The observatory, in latitude 39° 13′ 45.5″ and longitude 1^h 3^m 5.9^s west of Washington, was built in 1875, and contains a fine equatorial with objective of 12¼ inches diameter and a focal length of 17 feet, made by Alvan Clark & Sons, of Cambridge, Mass.; also a large meridian instrument, clocks, chronographs, meteorological instruments, and other things pertaining to the equipment of a first-class astronomical observatory. Prof. C. W. Pritchett superintended its erection and equipment, and became its first director, a position which he still holds.

The institute, under the presidency of C. W. Pritchett, Oren Root, jr., R. T. Bond, J. H. Pritchett, and J. S. Kendall, each assisted always by an able faculty, has ever had a worthy curriculum, required a high standard of scholarship, and has become the alma mater of very many who are now useful men and women, worthily filling places in the world some of which are of high rank and responsibility.

day of April, 1853. Two days were spent in discussing the location of the new college, which was to be "an institution of learning of the highest order."

The 2 sites before the convention were Howard High School, at Fayette, and St. Charles College, at St. Charles, Mo. The latter had many advantages in the discussion. It was an old-established school, having been projected in 1832 or 1833,* and formally opened in 1836, with Prof. John H. Fielding as first president.

It had, besides buildings and grounds, a considerable nucleus of an endowment fund. Contiguous to St. Louis, whence it was expected the bulk of moneyed gifts and bequests would come for the new college, it had the great Marvin for its advocate.

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*As a part of the history of education in Missouri it is proper that some mention be made of St. Charles College, and the following is taken from Finney's Life and Labors of Marvin, pp. 285–286:

"St. Charles College has in many respects a peculiar and interesting history. It is the oldest Protestant college west of the Mississippi River. Its origin connects it with the first general and marked educational movement of the Church, originating in the action of the general conference of 1820. The sentiment of that conference in its favor was very pronounced, and was responded to with enthusiasm throughout the connection. Within about a decade Wesleyan University was established for the New England States; for the Keystone State, Madison College; and Randolph-Macon, Lagrange, and Augusta for the Atlantic seaboard and the South and West. In the more distant West, McKendree College was established on the east of the Mississippi, and on the west St. Charles College. In 1836 it was formally opened, with John H. Fielding, brought from the chair of mathematics at Augusta, as its first president. The enterprise was projected as early as 1832 or 1833, and was founded on the charity of Mrs. Catherine Collier, a noble Methodist matron. She was the mother of the late George Collier, well known as a leading and one of the most wealthy citizens of St. Louis. In former years of his life his residence and business had been at St. Charles. As expressed and limited in their last wills, respectively, it was the intention of mother and son to establish a Christian and Methodist school and to promote an educated Protestant ministry of the gospel. The mother died first. By her will, dated August 31, 1833, and probated August 26, 1835, she bequeathed $5,000 to her son in trust for the contemplated school—the use of $2,000 being limited primarily to the education of young men preparing for the ministry in the Methodist Church. Upon this original financial basis the conference, in counsel and cooperation with Mr. Collier, resolved to establish the college.

"At the death of the son, in July, 1852, he bequeathed to it $10,000, conditioned upon the like sum being raised by the church within ten years from the date of his death. This led to the appointment of Marvin to the agency for the college in the following year. The proposal of the George Collier bequest was in that day comparatively a munificent largess. It was timely aid and encouragement. The condition of the college was emergent. After the death of Mr. Fielding, the first president, in 1844, it did not prosper. After 1848 the name of the college and its presidential appointment disappeared from the conference minutes, and did not reappear again till 1855. Then Rev. Dr. William H. Anderson is president. Marvin did not cease his labors until the required $10,000 was obtained and the Collier bequest secured. Thus the college became possessed of $23,000 of endowment and it remains intact to this day."

On the other hand, Howard High School had the advantage of being more centrally located, of large attendance and wide popularity at the time the convention was called, and was advocated by that excellent speaker, Rev. William G. Caples.

In his advocacy of St. Charles College Marvin made an elaborate speech, expected an answer, and was prepared for it. But Mr. Caples met facts and arguments by ridicule and raised a laugh at Marvin's expense, and so managed matters that when the vote was taken Fayette was selected. The news was received in Fayette by telegram, and Professor Pritchett says: "Every window in the old college building was a blaze of light that night, and the old brass cannon Doniphan, captured in Mexico, and which had lain around the streets for many years, sent its thundering echoes over the country for miles around."

Central College was not formally opened until 1857, but during the intervening years Howard High School continued to flourish. At the beginning of 1854 the number of students in all departments was 352, from all parts of Missouri. In January of that year the college edifice was burned, but under the grand administrative ability of President Lucky only one day was lost from school work. As will be explained in the history of Central College proper, the burning led to the erection of the north wing of the present Howard Female College, and in this wing was begun the session of 1855 and 1856.

It was about this time that the separation of the two sexes took place, and that régime was begun which has continued, with brief intermissions, to the present day. President Lucky remained in charge of the girls and the school building while Professor Pritchett and the boys sojourned in various places until the Central College edifice was completed, and then they entered it, under the presidency of Rev. Nathan Scarritt, in 1857. The female department was chartered as Howard Female College in 1859, and Professor Lucky remained at its head until it was closed by the war in 1861. Since the war it has ever kept an efficient faculty, had large patronage, and is to-day one of the best female colleges in the land.

CENTRAL COLLEGE—ANTEBELLUM HISTORY.

Central College was christened by the St. Louis Conference of the Methodist Episcopal Church South in October, 1854, but its birth dated back a couple of years, and the available written records of the institution begin with September, 1852, when the St. Louis Conference, then in session at Lexington, Mo., adopted the report of a committee on education, of which the following is an extract:

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Then follows a plan of procedure in the matter, all of which was acted upon by the Missouri Conference sitting at St. Joseph two weeks later, when the following resolution of concurrence was adopted:

Your committee, therefore, feeling a deep interest in the cause of education, and believing the plan proposed by the St. Louis Conference to be a judicious mode of carrying out and effectuating the object proposed, do strongly recommend our conference to appoint commissioners to meet and confer with the commissioners of the St. Louis Conference, and also to select delegates to meet with the delegates of the St. Louis Conference on the plan proposed by the said conference.

E. M. MARVIN, *Chairman.*

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The first meeting of the board of curators was held in Fayette on December 9, 1853. This board consisted largely of tried and honored men—tried in executive and financial matters pertaining to educational work, as the strong helpers of Howard High School and other educational ventures in Fayette, and honored at home and abroad with places of responsibility, both in church and state. Among them were Judge Abiel Leonard, Judge C. C. P. Hill, Hon. Joe Davis, Dr. G. M. B. Maughs, Gen. John B. Clark, Rev. P. M. Pinckard, Rev. W. B. Watts, and others. The records show these men standing by Central College with unwavering constancy until each in his own time laid down the burden of life and went the way of all the earth.

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On the night of January 26, 1854, the Howard High School edifice was destroyed by fire. Its board of trustees at once arranged for a joint meeting with the board of curators of Central College, which was held in Fayette, February 4, 1854. At this meeting the present site of Central College (library hall) was acquired. The site of the burned edifice was surrendered on condition that the curators of Central College add to the boarding house of Howard High School a wing for school purposes, and, in addition, should forever hold the surrendered grounds "exclusively for uses declared in the deed under which it is now held," and build thereon or adjoining the proposed Methodist college.

The charter of Central College was approved in March, 1855, and was formally accepted and adopted by the board of curators in December of the same year.

In September, 1856, the subscriptions to the building fund were reported to be $25,493, and the college edifice was in process of erection.

Years had come and gone since the projection of the college, and the earlier subscribers were becoming clamorous for the opening of the actual work so long delayed. Moved thereby, the board took steps at the June meeting, 1857, looking to the early opening of the college, and, by way of incipient organization, adopted the following resolutions:

1. It is expedient, in view of the urgent demands of its friends and the expectations of the public, that we make incipient organization of Central College to open in the month of September.

2. Two professors and a principal of the preparatory department will, in our judgment, meet the demands of the college for the ensuing year.

The two chairs established in the beginning of the institution were those of mathematics and ancient languages and literature, and the men chosen to fill them were Rev. Carr Waller Pritchett, then principal of the male department of Howard High School, and Rev. Nathan Scarritt, of Kansas Territory, the latter to be also president pro tempore for the ensuing year. Mr. Eli Offutt was put in charge of the preparatory department.*

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* It is worthy to note here that these men were all still living in 1889 and filling honored places in the land.

Rev. Nathan Scarritt, D. D., has his home in Kansas City, to which place he went when it was a mere village and out of the growth of which he has realized much worldly goods. During the more than a quarter of a century elapsed since those college days he has been an active minister of the gospel, and to-day, as for years past, is one of the curators of Central College.

Rev. Carr Waller Pritchett, LL. D., F. R. A. S. of England, has his home at Glasgow, Mo., to which place he went in 1866 to assume the presidency of Pritchett Institute, from which in 1873 he retired to superintend the erection and establishment of Morrison Astronomical Observatory. He became director of the same in 1875, and since then has devoted his whole time to patient and thorough astronomical work.

Eli Offutt for nearly twenty years has been connected with Washington University at St. Louis as professor of mathematics.

As to the curriculum, a liberal course is laid down for the preparatory department, but that for the collegiate department is summed up in the statement "the course of studies shall be equal to the course in our best colleges." How this was to be accomplished with a faculty of two men the records do not undertake to explain.

The next June (1858) the records state that the aggregate amount of subscriptions to the endowment fund was $40,286.

The following preamble and resolutions show how the natural sciences were esteemed at that time:

Whereas it is contemplated ultimately to embrace the chairs of physiology and anatomy and chemistry and geology; and whereas it is desirable to begin these organizations as soon as possible; and whereas it is believed the commencement can be made without involving the board in any pecuniary liability: Therefore,

Resolved, That we proceed to elect a professor of anatomy and physiology and a professor of chemistry and geology.

Resolved, That these studies be regarded as extra, and that the professors be entitled to the tuition fees of their classes as their only compensation.

Resolved, That we will endeavor to raise by private subscription $400 for the purchase of apparatus for these departments.

These resolutions were laid on the table at the time, but in June, 1859, it was resolved "that there be, and hereby is, established a chair of natural sciences in Central College." Prof. C. W. Pritchett was nominated and elected to fill the new chair, which in his letter of acceptance he entitles a "professorship of mathematics, astronomy, and mechanics." So the chair of natural sciences proposed the preceding year was still unfilled.

In the spring of 1858 President Scarritt resigned and Professor Pritchett assumed control for the remainder of the year. In June the board elected Dr. E. E. Wiley, of Emory and Henry College, Virginia, to the presidency, but he declined. In September Rev. A. A. Morrison, of the St. Louis Conference, was chosen president pro tempore. After serving in this relation for the current scholastic year, he was formally elected to the presidency June 22, 1859, in which position he served until March, 1860, when he resigned, and Professor Pritchett again had charge until the close of the year.

On May 2, 1860, the board convened and elected to the presidency Rev. William H. Anderson, at that time at the head of St. Charles College. He accepted the position and delivered his inaugural address on June 21 following. He served until the college was closed by the war in 1861. During these four years of the active existence of Central College prior to the war much good work had been done. Six young men had been graduated, 4 as bachelor of arts, 1 as bachelor of science, and 1 as bachelor of letters.

The financial affairs of the college, however, had lagged. Faithful and true men, such as Pinckard, Prottsman, Wharton, Monroe, Caples, Marvin, and others had gotten two large subscription lists—the one for building, the other for endowment—but for various reasons the funds could not be realized. At least one must infer that such was

the case from the fact that the records contain the minutes of frequent meetings in which the burden of business was in regard to a debt on the college edifice and deficiencies in salaries of the members of the faculty.

CENTRAL COLLEGE—POSTBELLUM HISTORY.

The last minutes before the interregnum consequent upon the civil war between the States bear date of July 17, 1861. The next entry is dated June 4, 1867, when some of the old board of curators met and transacted some business pertaining to the future of the college. School was being kept in the college building, having been opened in 1866 by Rev. H. A. Bourland and others, but it was rather in an independent way than under the auspices of the authorities of the institution.

The conferences at their September sessions appointed committees to meet and confer in regard to the college, and clothed them with authority to annul the old board and select a new one. This joint meeting was held in St. Louis on October 29, and a new board of curators, consisting of five members from each conference, was appointed and vested with "all the authority conferred by the charter, unrestrained by any interference on the part of said conferences."*

The next day the new board met and resolved (about as had been done long before the war) "that Central College be opened as an institution of learning of the highest grade as soon as an endowment of $100,000 shall have been raised and funded, and not before; and until such opening this board shall provide such means and facilities for education in Central College buildings as may be in their power." No doubt they were profiting by the past history of monetary affairs in connection with the college, which even then had a debt—a debt for the structure of the college building—hanging over it, a heritage of the antebellum days.

The following November the board met again in St. Louis and transacted some important business. Dr. W. M. Rush was elected secretary, and Adam Hendrix, esq., treasurer, in which positions, respectively, each served until death or feebleness from disease caused him to lay down the burden so faithfully borne.†

*The new board consisted of Col. Joseph Davis, Adam Hendrix, esq., Revs. William M. Rush, John D. Vincil, and W. M. Leftwich, of the Missouri Conference, and Hon. Trusten Polk, T. R. E. Harvey, esq.; Revs. D. R. McAnally, William A. Smith, and T. M. Finney, of the St. Louis Conference.

†Mr. Hendrix died May 31, 1876; Dr. Rush in 1886. The latter's letter of resignation of the secretaryship is recorded in the minutes of 1886:

BOONVILLE, MO., *June 7, 1886.*

DEAR DR. HENDRIX AND MEMBERS OF THE BOARD OF CURATORS OF CENTRAL COLLEGE: For nineteen years I have been secretary of your board. During all that time, so far as I can remember, I have been present at every meeting, but now God has released me—my work is done. I ask to resign my position as secretary of the board of curators of Central College. May the blessing of God be upon you in all future time, and make the college a thousand times greater than all our hopes. Farewell.

WM. M. RUSH.

MAIN BUILDING, WILLIAM JEWELL COLLEGE.

Chapter III.

WILLIAM JEWELL COLLEGE,

LIBERTY, CLAY COUNTY, MO.

By JAMES G. CLARK.

ORIGIN.

On Friday, the 29th day of August, 1834, a number of Baptist ministers and laymen met at Providence Church, in Callaway County, "to deliberate upon the state of religion in the bounds of the churches to which they belong, and to consult if any special measures were necessary and practicable to promote the preaching of the gospel within the bounds of the State." Of this meeting the Rev. Jeremiah Vardeman was elected moderator, and the Rev. Robert S. Thomas was appointed clerk.

After a prolonged discussion of the several topics presented for consideration, steps were taken toward the organization of a State convention of Baptists, a "plan of a constitution" was drawn up, and another meeting was appointed to be held in June, 1835, at Little Bonne Femme Church, in Boone County, to which all Baptist churches in the State were invited to send delegates. This meeting was held according to appointment and resulted in the organization of the "Baptist Central Society of Missouri," the object of which, as expressed in Article II of their constitution, was "to adopt means and execute plans to promote the preaching of the gospel within the bounds of the State." In Article VIII provision was made for annual meetings at such places as might, from year to year, be designated. In 1839 the name of the society was changed to "The General Association of United Baptists of Missouri," and this was subsequently abbreviated to "The Missouri Baptist General Association," by which title the body is designated at the present day.

Among the means "to promote the preaching of the gospel," the importance and the necessity of an institution for the education of young ministers soon became apparent, and not many years elapsed before steps began to be taken toward the establishment of such an institution, where candidates for the ministry, and young men in

general, could acquire an education in advance of that afforded by the common schools and academies of the State.

Prominent among the promoters of this enterprise was Dr. William Jewell, a native of Loudoun County, Va., but for many years a practicing physician in Columbia, the county seat of Boone County, Mo. In the year 1843 Dr. Jewell tendered to the general association the sum of $10,000 in lands as a nucleus for the endowment of a college, and a committee was appointed to receive the same, fix the location of the institution, and "do all other things usual and necessary to organize and carry on a literary institution." In 1844 this committee made such a report that the general association declined the offer of Dr. Jewell, on the ground that it was deemed impossible to raise at that time the additional sum required as the condition of his donation.

But the matter was not allowed to rest here, nor did Dr. Jewell withdraw his generous offer. During the next two or three years the subject was vigorously canvassed among the Baptists throughout the State, and at the meeting of the association in 1847 a committee was appointed to originate an institution of learning for the Baptists of Missouri upon a plan by which its endowment and perpetuity might be secured. This committee reported to the association in 1848 in such favorable and hopeful terms that measures were taken to secure a charter from the general assembly of Missouri.

This charter was granted and approved by the governor February 27, 1849, and trustees were appointed as follows: Tyree C. Harris, Isaac Limberger, Jordan O'Brien, W. C. Ligon, Robert S. Thomas, A. W. Doniphan, T. N. Thompson, W. D. Hubbell, Robert James, S. T. Glover, T. L. Anderson, R. F. Richmond, S. D. South, T. E. Hatcher, John Ellis, William Carson, David Parkins, W. M. Jackson, Roland Hughes, William Jewell, W. M. McPherson, R. E. McDaniel, John Robinson, M. F. Price, E. M. Samuel, and R. R. Craig. In this list will be recognized the names of several who were prominent in the religious, political, and military history of the State.

According to the terms of the charter the subscribers to the endowment were authorized and empowered to hold a meeting for the purpose of selecting a location and determining the name of the institution. Accordingly a meeting was held in the town of Booneville, August, 21, 1849, at which meeting 884 shares of stock, at $48 each, were represented. In addition to this there was a subscription of $7,000 from citizens of Clay County, for building purposes only, and the original offer of $10,000 in lands by Dr. Jewell, making the total subscription of $59,432. After an animated contest, in which the subscription of Clay County was ably represented by Judge James T. V. Thompson and Col. Alex. W. Doniphan (the latter of whom had but a few years previous acquired a national fame as the leader of Doniphan's expedition in the Mexican war), the town of Liberty, in

Clay County, was selected as the location of the college, and in honor of Dr. Jewell, in whose heart and head the enterprise had first taken definite form, it was unanimously agreed that the name of the institution should be William Jewell College.

History—Part I.

The first meeting of the board of trustees was held November 12, 1849, under the presidency of Roland Hughes, of Boone County. At this meeting it was decided that the business of instruction should be entered upon at the earliest possible date, and as the board was not yet in possession of a building of any sort or description, the basement rooms of the Baptist Church in Liberty were rented and fitted up for the reception of teachers and students. Instruction was begun on the 1st day of January, 1850, with the Rev. E. S. Dulin as principal and professor of ancient languages, and the Rev. Th. F. Lockett as professor of mathematics. Some time during the year the Rev. William M. Hunsaker was added to the faculty as principal of the academic or preparatory department.

The faculty for the year 1851-52 consisted of Rev. Ed. S. Dulin, Rev. T. Bradley as professor of mathematics, and Mr. James G. Smith in charge of the preparatory department.

At the close of this session, it having been ascertained that none of the original endowment was available for the payment of salaries, the board of trustees deemed it prudent to tender to the faculty the use of the rooms, library, etc., provided they would continue the school and depend upon the tuition fees for their support, demanding only that young men preparing for the ministry should be received, as heretofore, free from any charge for tuition. This proposition was accepted by Professor Bradley, who, with Mr. George S. Withers as his assistant, carried on the school during the scholastic year of 1852–53.

The "First annual catalogue of the officers and students of William Jewell College" was published for the scholastic year 1850–51. The whole number of students enrolled was 137, of whom 110 were from Liberty and Clay County, in which the college is situated.* We learn from a historical sketch prepared by the Hon. D. C. Allen, of Liberty, who was a student at that period, that the course of study adopted and pursued was admirable and thorough. It was probably limited to the classics, belles-lettres, mathematics, and so much of the physical sciences as could be pursued by the use of text-books alone; and, if not extensive in the modern sense of the term, was a sound basis upon which to build.

While the foundation was thus being laid for the scholastic superstructure the college edifice was in process of erection. Early in

*The catalogue issued in 1854 is also entitled "First."

1850 the board appointed Dr. Jewell as commissioner to superintend the erection of the building, in which service he continued until his death, in August, 1852, which event was undoubtedly the result of exposure to the severe heat of that summer while engaged in superintending the work. Dr. Jewell requested that the work should be continued under the supervision of Mr. B. McAllister, who was acquainted with all his plans, and by August, 1853, the building had so far progressed toward completion as to admit of occupancy and use for the purposes for which it was intended. It was finally completed in 1858, at a total cost of about $44,000.

The building is of brick, on a permanent foundation of stone, 125 feet front, 67 feet deep, and three lofty stories high, surmounted by a belfry and observatory rising from the center of the roof. "It is beautifully situated on a hill, at the foot of which lies the city of Liberty. As far as eye can reach, on every side, appear luxuriant and highly improved farm seats, and the imagination of the delighted spectator wanders over an area whose radii reach for 200 miles through a district, the agricultural, mineral, and manufacturing resources of which, for riches and variety, are unequaled in any section of the country."

In the summer of 1853 the financial condition of the institution had become so much brighter in the eyes of its hopeful trustees that they ventured again to assume direct control, and in September of that year the college was reopened (no longer in the rented rooms in the church basement, but in its own spacious edifice on College Hill) with the following faculty: Rev. R. S. Thomas, D. D., president and professor of moral philosophy; Rev. T. Bradley, professor of ancient languages; James Love, professor of mathematics and natural sciences; Rev. T. C. Harris, professor of English literature, and L. M. Lawson, tutor. These gentlemen, with the subsequent addition of William P. Lamb as principal of the preparatory department, continued in charge of the college for two years, and at the annual commencement in June, 1855, the first graduating class, consisting of 5 members, received the degree of bachelor of arts.

From the catalogue issued in 1854 we learn that the number of students in attendance during the scholastic year of 1853–54 was 160, of whom 110 were in the preparatory department and 50 in the collegiate classes. It is known that a number of these students were preparing for the ministry, but the catalogue contains no reference to the fact.

The course of study, properly graded from year to year, embraced the Latin and Greek languages; mathematics, including algebra, geometry, trigonometry, analytic geometry, and the differential and integral calculus; natural philosophy, with lectures and experimental illustrations; chemistry, geology, and mineralogy; mental philosophy; logic; rhetoric; ethics; history; constitutional and international law; political economy, and the evidences of Christianity.

In the way of books and apparatus we learn that the college library contained at that time somewhat more than 1,000 volumes; that the department of physics was well supplied with illustrative apparatus from the establishment of Chamberlain & Ritchie, of Boston; that there was a good collection of specimens in mineralogy and geology, and that orders had been given for an ample supply of chemical appliances. It was evidently the intention of the trustees to provide as extensive an equipment as the means at hand would justify, and, in short, to establish an institution of high grade.

But the experience of William Jewell College was not to be essentially different from that which so many of our denominational institutions of learning have been called upon to undergo. The proceeds of the endowment fund (or what remained of that fund after the erection of the building), together with the amount received from tuition fees, were found to be insufficient to meet the current expenses, and the college was closed from June, 1855, to September, 1857. From a report made to the general association at the meeting of that body in 1856 we learn that the nominal endowment of the institution, consisting of bonds, lands, and money, amounted to but $25,472, to offset which there was an indebtedness of about $10,000. This indebtedness the resident trustees of Clay County agreed to pay off. The financial agent of the college undertook to increase the endowment to $50,000; and, in addition to this, William M. McPherson, esq., of St. Louis, pledged the sum of $21,000 on condition that the citizens of Clay County and the Baptists of the State should comply with the foregoing propositions.

Whether these pledges and undertakings were fulfilled or not the subsequent record does not say, but by the summer of 1857 the prospects of the college must have considerably brightened and its financial condition strengthened, for in that year the board of trustees decided to reopen the institution, and appointed the following faculty: Rev. William Thompson, LL. D., president; M. W. Robinson, A. B., adjunct professor of ancient languages; John T. Davis, A. M., professor of chemistry and geology; J. B. Bradley, A. M., professor of mathematics and natural philosophy; Rev. E. S. Dulin, D. D., professor of intellectual philosophy and English literature; W. G. Garnett, A. B., principal of the academic or preparatory department, and G. L. Black, tutor.

Under this faculty instruction was resumed in September, 1857, and the catalogue for the session of 1857–58 shows an enrollment of 91 students, not classified, but arranged in alphabetical order according to their given names. According to this novel, if not humorous, principle of arrangement the name of Abraham Croysdale Brown is first on the list of students, which closes with that of William Thomas Maupin.

The course of study does not seem to have been more extensive

than in former years, but as it was directed by an increased faculty it is to be supposed that the work was more effective than formerly. The college library had been enlarged to over 2,000 volumes and a considerable addition had been made to the stock of physical and chemical apparatus. Two literary societies, the Philomathic and Excelsior, were in active operation among the students, the principal object of which was cultivation in oratory and the power of debate. There was also a society composed of ministerial students called the "Baptist Evangelical Society," designed to afford opportunities for the investigation of religious topics and for the delivery and criticism of sermons.

It was stated in the opening of this paper that one of the great objects of the Baptists in establishing William Jewell College was to provide an institution in which candidates for the ministry could receive such an education as would render them more competent for the great work to which they were called. This object had always been kept in view, but up to the point at which we have arrived in this sketch no special provision, either in the way of theological instruction or in the way of pecuniary aid to those who were unable to meet their expenses, had been made for this class of students.

In 1858 the general association, feeling that the time had come when such provision should be made, at the instance of the Rev. William M. Bell, of Saline County, appointed a committee, to be known as the "board of ministerial education," with power to collect funds; examine candidates as to their call to the ministry, piety, etc., and aid them to such extent as might be desirable or necessary; confer with the trustees relative to the erection of a hall for the use of ministerial students, and secure funds for the erection of such hall, and to endeavor to secure such a modification of the course of study as might be best suited to facilitate the progress of the students and fit them for the gospel ministry. The officers of this board were William B. Waddell, president; Rev. E. S. Dulin, vice-president; Rev. J. W. Warder, secretary, and William Duvall, treasurer.

The board has been in continuous existence from the date of its organization to the present time, and makes annual reports to the general association.

The college remained under the presidency of Dr. Thompson from 1857 to the close of the scholastic year in June, 1861. The faculty, which was a very efficient one, remained substantially the same during the entire period, the changes which took place being as follows: In 1858–59, G. W. Rogers, A. B., was elected principal of the preparatory department; the Rev. Ed. I. Owen, LL. D., was elected professor of ancient languages, and John T. Chandler, A. M., was elected principal of the academic department in place of W. G. Garnett, resigned. The number of students increased from year to year, with 146 in attendance during the session of 1860–61. Owing to the influ-

ence exercised by the distinguished president, whose fame as a brilliant pulpit orator and elegant scholar extended far and wide throughout the State of Missouri, the affairs of the college began to put on a more promising aspect than they had heretofore presented, and everything indicated a prosperous and permanent future for the institution.

But the evil spirit of discord was abroad in the land, and by midsummer the whole country was ablaze with the passion and excitement of civil war. Under these circumstances and conditions the authorities of the college felt that the times were unpropitious; and as the town of Liberty was in the center of a region of country which bade fair to be overrun by contending armies, it was deemed the part of prudence to suspend the operations of the college until, by the restoration of peace, which was confidently expected to be brought about in a few months, the condition of the country should be more favorable for the prosecution of academic pursuits. Accordingly, in August, 1861, the presidency and all professorships were declared vacant by the trustees, and so remained until the termination of the war. We learn, however, from the sketch of Mr. Allen, to which reference has been previously made, that on May 22, 1863, the Rev. Dr. Thompson was reelected to the presidency, and the Rev. Dr. Owen, Rev. Th. H. Storts, and Prof. George Hughes were elected professors in the college; yet, as the salaries were very small and the entire receipts from tuition were to be at the disposal of the professors, these elections implied honor rather than emoluments or subjection to corporate control. The gentlemen above mentioned, or some of them, taught a school whenever practicable in the college rooms during the two or three years next succeeding their election.

For some weeks after the fight at Blue Mills Landing, which occurred in September, 1861, the college building was used as a hospital for the Federal wounded, and again in August, 1862, the building was used as quarters for Federal troops and a line of rifle pits was thrown up across the campus.

HISTORY—PART II.

At the conclusion of the war, in the spring of 1865, the case seemed well-nigh hopeless. The college building was dilapidated, the library gone, the apparatus mutilated, the endowment of a very uncertain value, many of the subscribers being either dead or utterly broken up by the desolation of war. The school was still conducted by Professors Owen and Hughes, but no steps were taken toward the resuscitation of the college for the two years immediately succeeding the war. From a report of the trustees, made to the general association in 1866, we learn that the nominal endowment at that time consisted of notes aggregating $43,000, on which about $18,000 interest was due, but that, owing to the deranged state of the country, it was

impossible to estimate what proportion of the above assets could be considered good.

Notwithstanding the difficulties in the way, the board, trusting in God and in the worth of the cause, determined to reopen the college and to provide all necessary facilities for an institution of the highest grade. In June, 1867, they called to the presidency the Rev. Thomas Rambaut, of Louisville, Ky., a graduate of Trinity College, Dublin, and a gentleman of broad scholarship and of large experience in the management of educational enterprises. Having accepted the position, Dr. Rambaut removed to Missouri, and during the next twelve months he and the trustees were engaged in the work of reorganization, and in enlisting the sympathies and cooperation of the denomination in their great enterprise. The views of Dr. Rambaut were considerably in advance of any which had heretofore been held by the friends of the college. He proposed that, in the reorganization of the college, the plan in operation at the University of Virginia should be adopted; that the work should be embraced in the eight schools of Latin, Greek, mathematics, modern languages, English literature and history, natural sciences, moral philosophy, and theology; that each school should be independent of the others in its organization, and capable of unlimited expansion as the endowment should be increased and as the demand for advanced instruction should require; that the schools of languages, history, and mathematics should be put in operation as soon as a sufficient endowment should be secured for their immediate wants, and that the remaining schools should be established as soon as they could be sustained; and lastly, that a fund of $250,000 should be raised as a basis for the further and complete endowment of the institution. His views were adopted by the board of trustees and he was authorized and empowered to proceed to the execution of his plans. This work was so far accomplished that on the 28th day of September, 1868, the college was reopened with the following faculty: Rev. Thomas Rambaut, president; R. B. Semple, professor of Latin and French; A. F. Fleet, professor of Greek and German; John F. Lanneau, professor of mathematics, and James R. Eaton, professor of natural sciences.

The catalogue for the year 1868–69 shows an attendance of 81 students, and contains, among other things, a brief outline of the methods pursued and course of instruction adopted in each school. The examinations, held twice a year, were of a very rigid character, and graduation was made to depend not at all on the time of attendance, but entirely upon the student's standing at these examinations taken in connection with his general class standing. At the semiannual examinations those students whose answers amounted to three-fourths the value of the questions were assigned to the first rank. A student who attained the first rank in all the subjects taught in any school became a graduate in that school. A graduate in the schools of Latin,

Greek, English and history, and mathematics, and who had also attained proficiency in natural sciences and moral philosophy, could receive the degree of bachelor of arts, and one who had graduated in all the schools except theology was entitled to the degree of master of arts.

There were, of course, no graduates during the first year or two after the reopening, but we have been somewhat minute in describing the system of examinations and mode of graduation, because, while the school system has in recent years been somewhat modified, the examination system has been practically the same during all the subsequent history of the college, and need not, therefore, be referred to again.

From the date of his appointment Dr. Rambaut was for several years actively engaged in prosecuting his agency, during which time he added largely to the endowment fund and restored to a considerable degree the library and scientific apparatus. In 1869 the total assets of the college, inclusive of the building and grounds, were reported to the general association as amounting to $101,547. In 1870 the amount was $200,502, of which $25,000 was for the endowment of the president's chair and $40,000 for the benefit of the theological school. In the prosecution of his work in the field Dr. Rambaut was fortunate in having the assistance of Prof. Norman Fox, who was appointed to the chair of English and history in 1869 and remained at the head of that department until his resignation in June, 1874.

At the meeting of the general association in Columbia in August, 1869, the endowment of the president's chair was proposed by the Rev. Adiel Sherwood, of St. Louis, and the entire amount was pledged in a few minutes. The school was then named "The Sherwood School of Philosophy," in his honor.

At the same meeting the school of theology was formally constituted and named "The Jeremiah Vardeman School of Theology," in honor of the moderator of the first meeting, of which mention was made in the beginning of this paper. No addition to the faculty was rendered necessary by the organization of the school of theology, the instruction in which was given by the president in conjunction with Professors Eaton, Fleet, and Fox. Nor was the school of theology so constituted as to be adapted only to young men who had already completed their literary course in college; but the course of instruction was so arranged that it could be pursued in connection with the usual college work, and certain portions of it which were adapted to the development of mental power were received by the faculty in lieu of proportionate parts of the literary course in the examinations for degrees. This plan, with some slight modifications suggested by experience, has been in continuous and, it is believed, successful operation to the present time.

It was not intended that the school of theology should supersede

the theological seminary, but rather that it should afford a thorough preparation for the subsequent seminary course on the part of those who might be able to avail themselves of the advantage of such a course; while on the other hand it would afford to many of our young men the only opportunities for theological education which they would ever have at their command. Accordingly, while many of the more than 300 ministerial students who have attended William Jewell College within the past twenty years have gone from its halls directly into their fields of labor, at the same time quite a number have attended one or other of the seminaries at Louisville, Ky., Rochester, N. Y., Newton, Mass., and elsewhere, and from both classes have come many of the most useful and highly honored ministers of the Baptist denomination in Missouri and other States of the Union.

To return to the history, the faculty remained during the sessions of 1869–70 and 1870–71 as during the previous year, except that in 1869 the Rev. Norman Fox was appointed to the chair of English and history, and in 1870 Joseph H. France, a graduate of the Columbian College, at Washington, D. C., was appointed tutor. The number of students in 1870–71 was 152, of whom 46 had the ministry in view. During the session of 1871–72 the Rev. William R. Rothwell was called to the chair of natural history, but as no endowment had been provided for that department, he was assigned to duty in the theological school, in which he has continued to labor ever since. At the same time the Rev. G. W. Hyde was appointed professor of homiletics, but never entered upon the work of instruction, and resigned in 1874, having been in the meanwhile engaged in agency work for the college.

During these years the trustees and all the friends of the college were in a most hopeful frame of mind in regard to the institution, the number of students was steadily increasing from session to session, the endowment was growing, frequent accessions were being made to the library and apparatus, and the college seemed to be at the noontide of prosperity. But the shadows were preparing to fall again. The president, utterly broken in health by the almost superhuman efforts he had been making to reconstruct and advance the interests of the college, was compelled to relinquish his labors and take refuge in Europe, where he remained during the greater part of the years 1872 and 1873, and returned to Liberty in the spring of 1874, only to present his resignation to the trustees.

In 1872 the financial whirlwind which enveloped the entire country a year later began to make its mutterings heard in Missouri, and as a consequence of this the number of students decreased during the session of 1872–73 to 109, of whom 54 were ministerial, and the trustees again found it impossible to realize from their endowment (which consisted mainly of unsecured individual notes, pledges, and legacies, with but little in the way of secure investments) a sufficient sum to

meet the current expenses of the college. In June, 1873, Professors Fleet and Lanneau resigned their positions, after five years of most valuable service to the college and to the cause of education in Missouri; and Professor Fox, who was desirous of visiting Europe, while nominally retaining his connection with the institution, generously relinquished his salary.

HISTORY—PART III.

At the meeting of the trustees in June, 1873, Prof. William R. Rothwell was appointed chairman of the faculty, and later in the summer Prof. James G. Clark, of Virginia, was called to the chair of mathematics. At the same time, in recognition of a felt want and absolute necessity, the preparatory department was reconstructed and the Rev. A. J. Emerson, of North Carolina, was appointed principal. The gentlemen above named, together with Professors Eaton and Semple, of the old faculty, constituted the faculty for several years from 1873, being aided from year to year by one or more tutors chosen from the advanced classes of the college. In the very beginning of their association the new faculty, Rothwell, Eaton, Emerson, Semple, and Clark, determined that under no circumstances would they willingly consent to the suspension of the college and agreed that they would accept as remuneration for their services whatever sums might be justified from year to year by the income of the college. The number of students, which had fallen to 109 in 1872–73, gradually increased, with occasional fluctuations, until in 1877–78 it reached 185.

The Baptists of the United States, encouraged by the marked success which had attended the so-called semicentennial effort made by their Virginia brethren in 1873 in adding largely to the endowment of Richmond College, determined to profit by the approaching Centennial of American Independence, in order to kindle enthusiasm upon the subject of education, and, if possible, complete the endowment of all their educational institutions throughout the country. For the purpose of putting themselves in line with this movement the general association of Missouri, at their meeting in 1875, appointed a "Centennial committee," with the Rev. Dr. W. Pope Yeaman as chairman, for the purpose of organizing and prosecuting the work in this State, with special reference to the endowment of William Jewell College, and the board of trustees elected Dr. Yeaman to the new office of chancellor, which combined in one all the duties and responsibilities of a nonresident presiding officer with those of general financial manager. Dr. Yeaman held this office about two years, during which time he succeeded in securing in notes and cash an addition to the endowment of $22,000.

Dr. Yeaman resigned in July, 1877, and the office of chancellor was abolished by the trustees. In October of the same year the trustees

appointed as their financial agent Lewis B. Ely, esq., of Carrollton, Mo., who had been for many years a member of the board and one of the committee on finance. Mr. Ely entered at once upon the duties of his office, bringing to bear upon them all the wisdom and capacity which he had acquired in a long, highly prosperous, and successful business career. His first step was to ascertain exactly the financial situation of the college, and the result of his investigation is embraced in a report of the finance committee made October 26, 1877. According to this report the total assets of the college, which had been reported at $210,000 in 1871, now amounted to only $183,739, and from this sum must be deducted worthless assets to the value of $69,792, leaving only $114,000 which could be considered good from a business point of view. In this last sum was included the value of the college building, grounds, library, and apparatus, estimated at $50,000, which was by no means excessive, and lands valued at $14,000, but yielding no returns to the college. The actual income-yielding endowment was thus reduced to the small sum of $50,000. From the report from which these figures are derived we make the following quotation:

> The worthless assets above referred to were rendered so by no fault of the board of trustees of the college, the great bulk of said notes being for the original endowment of the college and lost by the results of the war, and the various financial embarrassments of the country and the donors.

If the work of Dr. Rambaut, on his accession to the presidency of the college, was chiefly in the direction of reconstruction and reorganization, that of Mr. Ely was of the same nature in the financial department, and proved, if possible, even morer aduous. He placed before himself the task of building up and making secure the financial foundations of the institution, and to the accomplishment of this task he has given himself and all his energies from the date of his acceptance of the responsibility to the present time. Having cleared away all the rubbish and encumbrances, he first entered into a solemn covenant with the faculty to the effect that they would never permit the creation of a debt for the purpose of paying their salaries, and then undertook to raise from the Baptists of the State the sum of $20,000 as a contingent fund, which it was supposed would, together with the receipts from tuition fees and the endowment, be sufficient to meet all expenses for a period of five years.

In the prosecution of this work, which was entirely successful, Mr. Ely traveled many thousand miles, visited almost every Baptist Association in the State during this period of five years, and made an untold number of addresses. The result of all of this labor was not only to secure the money which he desired to raise for the immediate necessities of the institution, but to cause the college to be better known throughout the denomination in the State, to add largely to the endowment, and to secure the erection of another large building on the campus, at a cost of $10,000, for use as a dormitory and board-

ing hall. In 1883 the finance committee was enabled to report a second endowment fund of about $125,000, all expenses met without the addition of a dollar of debt, and a new building which had then been in use about two years, and to which the name "Ely hall" had been given in honor of Mr. Ely. In addition to the foregoing result of Mr. Ely's labors, the finance committee reported, in the month of March, 1889, a further sum of $50,000, secured by the efforts of the same indefatigable worker, thus making the productive endowments at that time, in round numbers, $175,000.

As has been already remarked, Prof. William R. Rothwell was appointed, in June, 1873, to the office of chairman of the faculty, and was invested, during the absence of the president, "with such governmental authority and control as are usually exercised by presidents of first-class colleges." Upon the resignation of Dr. Rambaut as president, the trustees considered that, in view of their straitened financial condition, it would be impolitic to elect a successor, and continued Professor Rothwell as chairman from year to year until June, 1883, when, in consequence of ill health, he relinquished the office, which from that time to the present has been held by the writer of this paper.

For some years after the withdrawal of President Rambaut and Professors Fleet and Fox, their duties in the recitation rooms were divided among the remaining professors, upon each of whom was thus imposed at least double the amount of work originally contemplated. For the purpose of relieving to some extent the pressure upon the faculty, Mr. C. A. Buchanan, a graduate of 1882, was in that year appointed adjunct professor and placed in charge of the department of English and history, the duties of which position he discharged during the two sessions immediately subsequent.

In the summer of 1884 Prof. A. J. Emerson was transferred from the preparatory department to that of English and history, and Prof. R. P. Rider, formerly president of Stephens College, at Columbia, was elected principal of the preparatory department. In 1885 the trustees, desiring to extend the facilities of this department, appointed Mr. John M. Manly, A. M., of South Carolina, assistant to the principal, in which position he labored very successfully during the three following years, resigning for the purpose of attending a post-graduate course of instruction in English at Harvard University. In 1887 Mr. Y. P. Rothwell, A. M., was appointed tutor, and in 1888 Mr. J. W. Million was appointed to a similar position. Those gentlemen continued in the service of the college until June, 1891, when both tendered their resignations, the former to continue his studies at Berlin and the latter at the Johns Hopkins University, in Baltimore.

In July, 1890, Prof. A. J. Emerson, resigned the chair of English and history for the purpose of taking charge of Howard Payne College, a new institution at Brownwood, Tex., to the presidency of which he had recently been elected. During the first term of the

session of 1890–91 this chair was vacant, and its duties were assumed for the time being by other members of the faculty. In December, 1890, the trustees, after due consideration, decided that circumstances were favorable for the enlargement of this department, and accordingly established a new chair of history and political science, which was filled by the appointment of Dr. Charles Lee Smith, a graduate of and an instructor in the Johns Hopkins University, who entered upon his duties in January, 1891. Prof. J. H. Simmons, A. M., of Carson and Newman College, Tennessee, was appointed to the chair of the English language and literature and accepted to enter upon his duties in September, 1891.

In June, 1891, the work of the preparatory department was enlarged so as to include a teachers' course, embracing all subjects involved in the examinations given to applicants for positions in the public schools of the State, and a commercial course, including thorough instruction in bookkeeping, stenography, typewriting, and other kindred subjects; and, in view of these enlargements, the designation of the school was changed from "preparatory" to "academic," and it will hereafter be known as the "academic department of William Jewell College."

In 1885 a very decided change took place in the working plan of the college. Ever since the reorganization of the college after the war the plan of the University of Virginia had been closely followed, in virtue of which each student was at liberty to select his own course of study and to graduate from each school whenever upon examination he could show a sufficient mastery of the subjects taught therein. Experience had shown that this plan, while eminently suited to a few, was not well adapted to a majority of our students, who knew neither what course of study to select nor the proper order in which that course should be pursued. Accordingly, the following plan was constructed by the faculty with the approval and consent of the trustees, which was thought to be better suited to our conditions, and it was put into operation at the beginning of the session of 1885–86. The studies of the preparatory department were arranged in three well-graded classes, the completion of the entire course of study in which would entitle the student to admission to the college.

The college course for the degree of bachelor of arts was arranged in four classes, entitled freshman, sophomore, junior, and senior, with certain elective studies in the junior and senior years. A student of any class whose average grades on all the studies of that class should be at least 75 per cent of the possible maximum and whose grade in any one study should not fall below 60 per cent, would be entitled to promotion to the next higher class, with the degree of A. B. at the end of the senior year. A student who had passed through the entire course of study, including both required and electives, with a minimum grade of 75 per cent at each separate exami-

nation from beginning to end of the course, would be entitled to the degree of master of arts. Under ordinary circumstances the course for this degree would require one year of study additional to that required for the inferior degree.

In order to accommodate the large number of students who for various reasons could not pursue the regular course for a degree it was provided that such students could pursue a special elective course of such classes as they might be qualified to attend, and that any student who had satisfactorily completed the course of study in any department might receive a certificate to that effect signed by the professor in charge of that department and the secretary of the faculty.

In June, 1891, this plan was further modified so as to present 4 well-arranged groups of study, leading to the degree of A. B., and every candidate for this degree is required to select one or other of these groups. The work of all the groups is the same in the basic studies of English, Latin, history, and mathematics. In the classical group the higher classes of Latin and the entire course of Greek are required studies; in the modern-language group the entire courses of French and German are required; in the mathematical group all the courses of mathematics and in the scientific group all the courses of natural science are required. In each group the required or specified work amounts to about five-sixths of the entire amount necessary for a degree, the remaining one-sixth being taken from the list of studies not specified in that group. By this arrangement every student will be well grounded in those studies which are everywhere considered as essential to a liberal education, while he will, at the same time, have the privilege of pursuing his own bent or individual tastes as to those subjects concerning which there is more or less difference of opinion.

Under the old system there were, from 1868 to 1885, the following numbers of graduates from the separate schools: Latin, 50; Greek, 34; mathematics, 32; moral philosophy, 57; English and history, 134; modern languages, 30, with quite an additional number in one language only; natural science, 27; theology, 27. Prior to the war there were 19 graduates with the degree of A. B., and after the war the degree was conferred upon 2 antebellum students who had for some unknown reason failed to take their diplomas. From 1868 to 1885, inclusive, there were 29 graduates with the degree of A. B. and 14 with the degree of A. M. Since 1885 the number of graduates has been 45 with A. B. and 7 with A. M.

BIOGRAPHICAL.

No notice of the college would be complete without some reference to the lives of those who founded it and have assisted in its upbuilding and development. Of the many whose labors in behalf of the

institution would entitle their names to a place in this connection we have space for but the following:

WILLIAM JEWELL, M. D.

Dr. Jewell was a native of Virginia, having been born in Loudoun County on the 1st day of January, 1789. In the year 1800 the family left Virginia and settled in Gallatin County, Ky. After completing his academic studies he commenced the study of medicine, and in due course of time graduated with the degree of M. D. in the Transylvania University. In 1820 the Doctor came to Missouri, and after residing for ten years in the town of Old Franklin, settled permanently in Columbia, where he united with the Bonne Femme Baptist Church.

As a practitioner of medicine he soon rose to eminence in his profession, and as a citizen he stood in the first rank of useful and enterprising men. He was one of the earlist friends of the State University and contributed largely, through personal influence and pecuniary aid, toward the location of that institution at Columbia. He was often a member of the general assembly of the State from Boone County, and faithfully represented all the interests of his constituents.

As a Christian he was earnest and practical, a diligent student of the Bible, a faithful and helpful attendant upon all the services of his church, abounding in good works, a cheerful contributor toward all the religious enterprises of his denomination. His part in the founding of the institution which bears his name has been mentioned in previous pages of this sketch, and to the building of the edifice it may be literally and truly said that he gave his life. As commissioner to superintend the erection of the edifice he was unduly exposed to the violent heats of the summer of 1852, and as a consequence of that exposure contracted the disease from which he died in Liberty, August 7, 1852.

REV. JEREMIAH VARDEMAN.

Rev. Jeremiah Vardeman, after whom the school of theology in William Jewell College is called, and the moderator of the meeting in 1834 which originated the Missouri Baptist General Association, was born in Kentucky in 1775. In 1808 he was ordained to the ministry, and between that date and 1830 served as pastor of quite a number of churches, among the most important of which were those at Bardstown, Lexington, and Louisville, Ky., and Nashville, Tenn. He came to Missouri in 1830 and assisted in organizing the Baptist Church at Palmyra. It is said that during his active service in the ministry he baptized more than 8,000 persons. He died in 1842.

REV. E. S. DULIN, D. D., LL. D.

Dr. Dulin was born in Fairfax County, Va., January 18, 1821. He graduated at Richmond College, and having adopted teaching as a

profession, began his career as professor in Hollins Institute, a celebrated female school in Botetourt County, Va. He was ordained to the ministry in 1848, and came to Missouri the following year, settling in the town of Lexington as pastor of the church there.

In 1850 he was chosen by the trustees of William Jewell College to organize that institution, at the head of which he remained two years as principal from 1852, until increasing deafness compelled him to retire. He was chiefly engaged in the work of female education, having been in charge of the well-known female colleges at Lexington, Columbia, and St. Joseph. During these long years he was a witness of and participator in many of the fortunes which have marked the history of William Jewell, and in his latter years doubtless enjoyed a pleasant satisfaction in contemplating the advances it has made since the day when he called together its first classes in the basement rooms of the old Baptist Church at Liberty.

For some time previous to his death he resided on a ranch in western Kansas. In the fall of 1890 he came to Westport, Mo., to spend the winter with one of his old friends, but was overcome by failing health, and on the 9th of January, 1891, passed peacefully away.

Dr. Dulin was in many respects a remarkable man. To native force of character—which enabled him in youth to overcome the ills of adversity, and in later life made him a man of mark in every community where he lived—he added the grace of the orator and the polish of extensive classical culture. As an educator, a sufficient evidence of his ability is the fact that the name of "Uncle Dulin" is to-day held in grateful remembrance by the hundreds of prominent men and women of western and central Missouri upon whose minds and hearts he left the impress of his own brilliant intellect and noble character. As a preacher he was earnest and faithful, ever ready to spend and be spent in the service of his Master. The greater part of his life was spent in the schoolroom or in the management of educational institutions.

Rev. Robert S. Thomas, D. D.

Dr. Thomas, the first actual president of the college, was born in Scott County, Ky., June 20, 1805. His father, who was treasurer of that State for a number of years, had been at an earlier period of his life in affluent circumstances, but while Robert was yet a mere boy his fortune became diminished to such an extent that he found it impossible to confer upon his son the advantages of a collegiate education. Thrown thus early in life upon his own resources, the young man, possessed with an unquenchable thirst for knowledge, determined to acquire an education by his own efforts. He supported himself by writing in a clerk's office in Frankfort, Ky., during the day, and at night attended a classical school, where he made such progress that he was soon able to enter the College of Arts of the

Transylvania University, from which he graduated at the early age of 18. He afterwards obtained a diploma from Yale College.

Coming to Missouri about the year 1824 he was ordained to the ministry, and served various churches in Boone and Callaway counties. During his residence at Columbia he was for some time professor in Columbia College, and upon the establishment of the State University was appointed professor of languages and moral science in that institution, which position he filled with credit until 1853, when he resigned to accept the presidency of William Jewell College.

In 1855 the trustees were compelled, on account of financial difficulties, to suspend the operations of the college, and Dr. Thomas having resigned the presidency moved to Kansas City, where he was instrumental in constituting the First Baptist Church of that city. He continued the successful and beloved pastor of that church until his death, which occurred in Fulton, Mo., June 18, 1859.

William Thompson, LL. D.

William Thompson, the second president of William Jewell College, was a native of Scotland, and was born about 1820. At the age of 16 he came to the United States with his parents, who settled near Washington City and placed him in one of the literary institutions of that place. Arriving at the age of 21, he returned to his native land and entered the University of Edinburgh, where he devoted himself with wonderful assiduity to his studies and graduated at the age of 25. Returning to the United States, he began the study of law and, having been admitted to the bar, was soon engaged in a lucrative practice in the State of Illinois. While engaged in the study of his chosen profession, he had felt but failed to heed the most solemn conviction that it was his duty to preach the gospel. Soon after his removal to Illinois, he met with a severe accident while traveling in a stage coach, and upon his recovery from the effects of this accident immediately and solemnly turned his attention to the ministry. He preached for several years in Illinois without any marked success, and determined to move farther West.

On his way from Illinois to southwestern Iowa, where he expected to locate, he stopped one evening at the house of a Mr. Hawkins, in Boone County, Mo. The next morning Mr. Hawkins, learning that the stranger was a Baptist minister, invited him to remain and preach in the evening at his house. Thompson consented; and so astonished were his hearers at the extraordinary powers of the man, that they urged him to remain and continue to preach from night to night for them. He yielded. A revival was inaugurated; a church was organized; Thompson became its pastor, serving in that capacity for some years and marrying a lady of the neighborhood. He afterwards became pastor of the church at Fayette, in Howard County, and while there

his acquaintance and reputation became so rapidly and widely extended, that his services as a preacher were in constant demand. It is said that for several years at this period of his life he preached more than 400 sermons annually.

Under the pressure of such excessive labors his health began to decline, and he relinquished the pastorate to accept the presidency of Mount Pleasant College, at Huntsville, Randolph County. Here he remained two years, until 1857, when he was called to the presidency of William Jewell. This position he occupied with much distinction until the breaking out of the war in 1861.

The college having again suspended, Dr. Thompson found it impossible to gain a support by preaching in the then unsettled state of the country, and resumed the practice of law, in which business he remained about two years. In 1863 he became president of an institution at Sidney, Iowa, where he continued until his death, from typhoid pneumonia, in the winter of 1865.

There are hundreds of his brethren in this State who love to dwell upon the memory of William Thompson and have not yet ceased to mourn his early death. "He was a brilliant conversationalist, a courtly gentleman, literally without ambition, loved to preach, and had he been able to exist in a city his fame would have crossed seas and continents."

Rev. Thomas Rambaut, D. D., LL. D.

The services of this distinguished minister and educator as president of William Jewell College have been considered in their proper connection in the history of this institution.

Dr. Rambaut was a native of the Emerald Isle, and a graduate of Trinity College, Dublin, the city of his birth. After his graduation he came to the United States and located in Savannah, Ga., intending to devote himself to the law. But, like so many others who have begun with the law, he soon became impressed with the solemn conviction that it was his duty to preach the gospel. From the time of his ordination to his acceptance of the presidency of William Jewell he was pastor of a number of churches in South Carolina and Georgia, achieving a wide reputation as a consummate orator and powerful preacher. After a term of service as president of Cherokee Baptist College he became professor in the Georgia Military Institute at Marietta, with which institution he was connected at the breaking out of the war between the States.

From 1867 to 1874 he was president of William Jewell College. After his resignation from this institution he went East, and served as pastor of churches in Brooklyn, N. Y.; Newark, N. J.; Albany, N. Y., and elsewhere. The closing years of his life were spent quietly in Hamilton, N. Y., where he died October 15, 1890.

REV. WILLIAM R. ROTHWELL, D. D.

The subject of this sketch was born in Garrard County, Ky., but came with his parents to Missouri while yet in infancy. He graduated from the University of Missouri in 1854, and from 1854 to 1856 was principal of Elm Ridge Academy. From 1856 to 1857 he was president of the Baptist Female (now Stephens) College at Columbia, which position he resigned to take charge of Mount Pleasant College at Huntsville, as successor to the Rev. Dr. Thompson. In 1861 he was ordained to the gospel ministry.

For the year 1871–72 he was corresponding secretary of the General Association of Missouri, and in the latter year was called to a professorship in William Jewell College. In 1873 he was made chairman of the faculty of that institution, which position he was compelled by ill health to relinquish in 1883. Since his connection with the college he has had charge of the Jeremiah Vardeman school of theology, and also of the chair of moral philosophy, in both of which departments he has rendered exceedingly valuable service. As professor of theology he has had under his immediate tuition and training more than 300 ministerial students, and as president and treasurer of the board of ministerial education has been not only the instructor but also the friend and adviser of these young men, many of whom are among the most valued and useful pastors in our churches to-day.

The degree of doctor of divinity was conferred upon him by his alma mater in 1874.

LEWIS B. ELY.

Mr. Ely was born in Frankfort, Ky., in 1825, and when 13 years of age came with his father's family to Missouri. He united with the Baptist church at Carrollton in 1841, and has ever since been a member of that church. As a merchant, Mr. Ely's career has been a most prosperous and successful one. As a Christian, the rule of his life has been the law of love as expressed in the Sermon on the Mount. As a worker in every good cause, he is ever ready and willing, and as a director of religious enterprises he has won the confidence, love, and esteem of all his brethren. As a trustee of William Jewell College for many years, he has been ever alive to the interests of the institution, and as its financial agent the present improved condition of its finances is due almost exclusively to his exertions. Should his life and health be spared, there is little doubt that he will succeed in placing this college far on the road toward the position he desires it to occupy as a leading Baptist educational institution in the West.

THE COLLEGE TO-DAY.

The faculty of the college is at present (June, 1891), constituted as follows:

Rev. William R. Rothwell, D. D., professor of moral philosophy and theology.

ELY HALL, WILLIAM JEWELL COLLEGE.

Robert B. Semple, A. M., professor of ancient languages.

J. H. Simmons, A. M., professor of English language and literature.

Ch. Lee Smith, Ph. D., professor of history and political science.

James R. Eaton, A. M., Ph. D., professor of natural science.

James G. Clark, LL. D., professor of mathematics and chairman of the faculty.

R. P. Rider, principal of the academic department.

John R. Gibbs and Harry Jennett, assistants in the academic department.

The number of students in attendance during the session of 1890–91 was 265, of whom 117 were in the college, 148 in the academic department, and 90 in the school of theology.

The academic department, in its three years' course, affords a very thorough preparation for the freshman class, in addition to which it embraces a business course and another course for teachers.

The laws of the college provide that every applicant for admission shall first be examined upon English grammar, composition, spelling, geography, United States history, and arithmetic. If found deficient in any of these branches he shall be required to pursue them in the academic department until the deficiency is removed.

Applicants for admission to the freshman class are examined upon all the preparatory studies of the course they wish to enter, and candidates for advanced standing are examined upon all previous studies of the class to which they seek admittance.

The following scheme exhibits the course of study in the collegiate department, the figures inclosed in parentheses indicating the number of hours per week.

I. STUDIES COMMON TO ALL THE GROUPS.

FRESHMAN CLASS.

English (3)—Rhetoric and composition.

Latin (3)—Cicero, Virgil, prose composition.

Mathematics (5)—Higher algebra, plane geometry, plane trigonometry.

SOPHOMORE CLASS.

English (3)—Anglo-Saxon, early and middle English, history of English language.

Latin (3)—Cicero, Horace, prose composition.

History (3)—Ancient history.

Natural science (3)—Physics.

JUNIOR CLASS.

English (3)—English and American literature.

History (3)—Mediæval and modern history.

Philosophy (3)—Psychology, logic.

SENIOR CLASS.

History (2)—English and American history.
Political science (3)—General study of political economy.
Natural science (2)—Geology.
Philosophy (3)—Moral philosophy.

II. GROUP SPECIALTIES.

In addition to the subjects embraced in the foregoing scheme, the students who select Group A are required to pursue the study of Latin in the junior year and Greek during the freshman, sophomore, and junior years. Those who select Group B take two years of French and two of German. Those who select Group C take the mathematics of the sophomore, junior, and senior years, the latter embracing the subject of mechanics and astronomy. Lastly, students selecting Group D take the junior and senior classes of chemistry in addition to the studies required of all candidates for a degree.

III. OPTIONALS.

The subjects indicated under Subdivisions I and II embrace only about five-sixths of the work required for a degree. The remaining studies of each group can be selected by the student from the number of those which are not specified as pertaining to that group, and are therefore called optionals. Thus, for example, in Group A the optionals are French, German, mathematics of the last three years, junior English (course 2), senior English, chemistry, political science (course 2), Hebrew, and theology. In Group C the optionals are junior Latin, Greek, French, German, English, political science, Hebrew, and theology as above.

Every candidate for the degree of A. B. is required to select from the list of optionals a sufficient number of studies to bring his work up to an average of 15 recitations per week for each year of his course of four years.

The theological department is so arranged that its studies may be pursued in connection with the literary and scientific courses outlined in the preceding section.

The following is the course of study in the school of theology:

First year—Historical study of the Bible.

Second year—Sacred geography and Biblical antiquities.

Third year—Evidences of revealed religion; introduction to the books of the Old and New Testaments.

Fourth year—Systematic theology and church order.

Fifth year—Homiletics and church history.

Sixth year—The Hebrew language.

WILLIAM JEWELL COLLEGE, ON THE HILL EAST OF LIBERTY.

LIBRARY, APPARATUS, ETC.

The college library is comparatively small but contains many rare and choice works, while the number of volumes is slowly increasing from year to year. Each student pays a small library fee every term, the proceeds of which are devoted exclusively to the care and purchase of books. The students have free access to the library at certain hours every day of the week except Sunday. The number of bound volumes is at present about 6,000, and there is a large collection of unbound pamphlets, many of which are valuable.

The department of natural science is fairly well supplied with illustrative apparatus. In chemistry there is a small laboratory well stocked with the necessary chemicals and apparatus, and in physics the apparatus, while not so extensive as is desirable, is of a very superior character. In geology the stock of specimens, supplemented by the private cabinet of Professor Eaton, is abundant for all purposes of illustration.

The department of mathematics is supplied with an excellent transit theodolite, solar compass with attached telescope, Miness's compass, sextant, and an astronomical telescope of 4 inches aperture mounted equatorially.

Two of the pressing needs of the college are the enlargement of the library and the expansion of its scientific department, both of which it is hoped that the increase of endowment will enable the trustees soon to supply.

Among the most valuable adjuncts to the college are the students' literary societies, of which there are two, the Philomathic and the Excelsior. These societies have elegantly furnished halls in the main building, in the care and adornment of which their members have always manifested a pardonable pride. The meetings are held each Friday night during the session, and are conducted with the utmost decorum and in strict parliamentary style. The exercises consist usually of debates, declamations, orations, readings, and music, and every exercise is followed by a criticism from the members appointed for that purpose. It is believed that the educational influence of these societies is fully equal to that of the regular collegiate work.

Annual exhibitions are given in connection with the commencement exercises at the close of the session. In addition to the societies above mentioned there are the evangelical society, composed exclusively of ministerial students; a society of missionary inquiry, and a branch of the Young Men's Christian Association, all of which are highly useful in their several spheres of operation.

Student life at William Jewell College is doubtless as agreeable as such life can be. There is the utmost freedom of intercourse between the professors and their pupils; every student is considered to be and is treated as a gentleman, and the discipline of the school is founded

strictly upon the law of love. Every effort is made to impress upon the minds of the students a high sense of their moral obligations and responsibilities, and while there are certain necessary requirements to which all are expected to conform, yet the constant endeavor is made to persuade them to right conduct from the standpoint of principle, rather than to secure right conduct by enforced obedience to specific rules.

The college was founded by Christian men, and dedicated to the glory of God. It has always been, is now, and desires to be known hereafter as a Christian institution. It holds that "knowledge is power," but believes that it may be a power for evil as well as for good. It therefore holds that, while learning should never be dethroned from the exalted position it most justly occupies in the hearts of all its advocates, the crowning glory of a man is not the possession of a highly developed intellect, stocked with all the learning of the ages, but the possession of a genuine, earnest Christian character; and to the establishment of such a character in its pupils its highest efforts and its prayers will ever be directed.

The preceding pages have brought the history of William Jewell College down to the close of the academic year 1890–91. In May, 1891, the National Baptist Education Society made a subscription of $10,000 to the endowment, conditioned upon the raising of an additional amount of $30,000 before the 1st day of May, 1892. The financial agent, Mr. L. B. Ely, addressed himself with his usual vigor and promptitude to the raising of this additional sum, and when the 1st day of May arrived he was enabled to report the entire success of the undertaking, so that the productive funds of the institution now stand at $40,000 more than the amount stated on a previous page, or about $220,000 in all.

At the meeting of the board of trustees, held in connection with the closing exercises in June, 1892, it was determined to erect an additional building on the college campus, in order to provide better accommodations for the library and for other purposes. This building will be known as "Wornall Hall," in memory of the late Hon. John B. Wornall, who died at his home in Westport, Mo., in March, 1892, having been for many years a warm friend and benefactor of the college, and since 1867 the president of its board of trustees.

At the same meeting of the board, action was taken in a matter which had long been under consideration in that body, and which had for many years been regarded as a grand desideratum by all the friends of the institution. It has already been mentioned that when Dr. Rambaut resigned the presidency of the college in 1874 the board could not see the way clear to the election of a successor to that distinguished gentleman. The administration of the internal affairs of the college was therefore placed directly in the hands of the faculty, with one of their number as chairman, and this state of affairs has

continued until the present time. But this arrangement has always been regarded as merely temporary, and during the long interval the question of the presidency has never been lost sight of. It is with sincere pleasure, therefore, that the present writer (who for the past nine years has held the office of chairman) announces that the Rev. J. P. Greene, D. D., has been elected to and has accepted the responsible position of president of William Jewell College, and will enter upon his duties immediately.

Dr. Greene is a native of Missouri, a graduate of Lagrange College, located at Lagrange, Mo., and of the Southern Baptist Theological Seminary at Louisville, Ky. He was for some time a student in the University of Leipsic, is a ripe scholar, a profound and vigorous thinker and a magnetic preacher. For a number of years he has been pastor of the Third Baptist Church of St. Louis, Mo. We confidently believe that if life and health and strength should be continued to him, the college will advance under his administration to the high degree of prosperity and usefulness which its friends hope to see it attain.

[STATISTICAL NOTE, 1898: President, John P. Greene, D. D., LL.D.; number of professors, 18; number of students, 331; number of scholarships, 20; volumes in library, 9,000; value of apparatus and library, $8,000; value of grounds and buildings, $100,000; amount of productive funds, $205,000; total annual income, $24,000; benefactions during the year, $10,000.—(Report Commissioner Education, 1896–97.)]

Chapter IV.

WESTMINSTER COLLEGE,*

FULTON, MO.

By W. R. DOBYNS.

The Presbyterian Church has ever been Biblical in theology, conservative in science and philosophy, and aggressive in education. The friend of progress, she has ever been a leader in the cause of letters. At the laying of the corner stone of Westminster College it was stated that two-thirds of the colleges in the land were directly or indirectly under the control of the Presbyterian Church. True to their principles, this body no sooner found a foothold in Missouri than they began to make preparations for academic and scholastic instruction. To this end, before the division between the old and new school, a magnificent site was selected in northeast Missouri. Upon this was located old Marion College. Though almost overlooking the Father of Waters, and commanding the sight of three States; though there were at various times in its halls such men as Nelson and Potts; yet, for want of an adequate endowment, this effort proved unsuccessful.

The next move to establish a synodical college began in the Presbytery of Missouri, then one of the five presbyteries into which the synod was divided. At a meeting on September 29, 1849, the following resolution was adopted by that body:

Resolved, That the moderator appoint a committee of three to inquire into the utility and necessity of memorializing the Synod of Missouri at its next annual meeting upon the necessity of establishing within its bounds an institution of learning to be under the care of synod.

The first name upon the committee may suggest the author of it. Revs. W. W. Robertson and W. G. Bell and Elder P. B. Reed were appointed. All down the history of our college, till the death of the Elder, there was no action looking to the interests of the higher education of Presbyterian sons and daughters in which two of these first movers did not participate. At the next meeting of presbytery, April 4, 1850, this committee made a report and was continued. With a persistence which showed their deep interest the matter was brought

* See statistical note, 1898, p. 164.

before the synod at its sessions in 1849, 1850, and 1851. The synod convened at Potosi October 16, 1851, and the following resolution was adopted:

Whereas the interests of religion and the wants of the church imperiously demand that there should be established at some eligible point within our bounds a literary institution of high order, to be in the interests of the Presbyterian Church, subject to its control, and favored with its patronage and supervision; and

Whereas the indications of Providence suggest that the time has come to set about the work: Therefore,

(1) *Resolved*, That we rise up and build.

(2) *Resolved*, That the following committee, ——— ———, be, and they are hereby, appointed commissioners, and empowered to select and recommend a suitable site or sites, and report to the next meeting of the synod.

Synod met at Fulton, October, 1852. St. Charles, Richmond, Boonville, and Fulton were placed in nomination to compete for the location. During an animated discussion, that continued through the greater part of two days, Preston B. Reed entered as the advocate for Fulton. In an address of much power he tendered in her behalf $15,391 in cash, 18 acres of land, with improvements upon it, including the building of Fulton College, all valued at $5,000, and a pledge of $20,000 more in scholarships.

The vote was afterwards taken, with the following result: For Fulton, 32; for Richmond, 18; for Boonville, 3; and for St. Charles, 3. This solemn action of a great court, transacting business of immense importance to all its future interests, was closed with prayer for the Divine benediction.

The name of Westminster, ever dear to the Calvinistic faith, was suggested by Rev. H. P. Goodrich, D. D. Eighteen trustees were elected and directed to obtain a charter. This was urged forward with all haste, and on the 23d of February, 1853, this child of the church became a chartered institution. The charter members held their first meeting March 18, 1853, and elected Dr. Alfred A. Ryley president, which office he held till his death. At a meeting of the board on the 19th of March of this year, William Van Doren was unanimously elected the first professor, and it was appointed that the first session of the college should begin on the first Monday in May, 1853, and continue twenty-one weeks.

In the midst of this session, on the 4th of July, auspicious as the birthday not only of liberty from thraldom, but likewise of liberty of thought, which, in its best sense, the college was intended to foster, was laid the corner stone. Dr. N. L. Rice was the chosen orator of the day. His theme was in harmony with the associations clustering around the day and the occasion—"The three great interests of man: Christianity, education, and liberty." The close of the address was in this splendid thought: "Christianity and education are the two great pillars which must support the temple of liberty."

In that corner stone was placed the Bible, the Confession of Faith, a copy of the action of the synod in locating the college, and the record

of the first meeting of the board and its organization. As Dr. Ryley deposited the Word of God in its resting place, he said: "I, in the name of the board of trustees of Westminster College, deposit in the corner stone of this building the Bible, the great corner stone and foundation of all truth; the basis of all knowledge, intellectual and moral." With solemn and imposing ceremonies the Free Masons placed the stone.

Thus was laid, amid rejoicing and hope, the foundation of an institution upon whose altar would burn through generations the fire of immutable trust, imperishable liberty, and indestructible religion.

The building was carried rapidly to completion, at a cost of $15,000. In February, 1854, the classes were transferred from the frame building, still standing upon the summit of the campus, to the new edifice, thus merging Fulton College into Westminster.

The next important step to be taken was the election of a president and additional professors, into whose hands the instruction and government might safely be placed. Much of the success of this new enterprise would evidently depend upon a wise choice of a presiding officer. At a meeting of the board in Liberty, 1853, Dr. N. L. Rice was elected president. He had recently come into the bounds of the synod as pastor of the Second Presbyterian Church, in St. Louis. He was in the prime of life, with a wide reputation won by his masterly debates. While recognizing the importance of the position, his vital interests in the city led him to decline.

At a called meeting of the board, February 23, 1854, Rev. W. L. Breckinridge, D. D., pastor of the First Presbyterian Church, Louisville, Ky., was unanimously elected president. At the same time two more professors were elected—Thomas D. Baird, of Baltimore, professor of mathematics, and Rev. S. S. Laws, pastor of the church at Lexington, Mo., professor of physical sciences. The call of Dr. Breckinridge was put into his hands and was prosecuted before his presbytery. This body, after careful consideration of the whole case, decided against his acceptance, and thus again the institution was left without a president.

At a meeting of the board in October of this year, at Boonville, the first curriculum was presented and approved, and W. L. Baird was elected the fourth professor.

The first catalogue was issued for the year 1853–54. It shows three professors: William Van Doren, S. S. Laws, Thomas D. Baird; and one tutor, James G. Smith, and 114 students. The first annual commencement was held in June, 1855, and the degree of bachelor of arts was conferred upon Mr. James G. Smith. It is worthy of record that the first representative of our college went forth into the ranks of the ministry, not, indeed, in our own, but in a sister church, where he proved a noble representative of that unsectarian Christian culture he had received.

At this commencement again came up the question of electing a

president. After special prayer for divine guidance, the vote was taken, and Rev. S. S. Laws was unanimously elected. He did not at once accept, but requested time for deliberation. Professor Baird resigned, and the college was left with but two professors. During the summer the services of three others were engaged: Mr. I. M. Hughes, as principal of the preparatory department; Mr. T. P. Barbour, assistant; and Mr. M. M. Fisher, whose name, in varied relations, is linked with the history of Westminster for over twenty years.

When the term opened in the fall of 1855, there were five professors on the ground. In the meantime occurred an event, seemingly of small import, but eventually of great importance in the history of the institution. During the summer, as financial agent, Rev. W. W. Robertson visited Clark County. There he met Dr. A. Wayland, who had but recently lost a beloved son, to whose memory he wished to show a tribute of parental affection. He was planning to erect a church at considerable expense, deed it to the organization there, and settle upon it an annual income sufficient to support a pastor. With an eye to the interest of the college, this opportunity was taken to lay before Dr. Wayland the claims of this young aspirant to public favor, and its urgent needs. His interest was at once enlisted, and he promised to give the matter his serious attention.

Synod met in October, 1855. The prospects were brightening. With a nominal endowment of $30,000, with a verbal obligation from Dr. Wayland, given at this synod, for $20,000, and with four professors, here was a field of usefulness for a young man of courage, ambition, and energy.

On October 12, 1855, Professor Laws signified his acceptance, and thus became the first president. He brought to the work of building up the institution a vigorous constitution, capable of boundless literary labor, fine native endowments, untiring industry, indomitable energy, varied and accurate scholarship, seldom equaled for so young a man. He threw his whole soul into the enterprise. With a board including some of the best business talent of the State, with prospects of a speedy endowment, and with a good faculty, the college entered upon a series of years of prosperity and steady growth, taking a position for sound and accurate scholarship seldom equaled in the history of colleges.

At the second commencement, June 26, 1856, was held the first public exhibition of the two literary societies, one of which had been organized and both dedicated in the winter of 1855. Their first annual orator was Rev. S. J. P. Anderson, D. D., of St. Louis. He has been succeeded by a long list of the most gifted men at the bar and in the pulpit.

In October of this year the board met in St. Charles, and elected [illegible] T. Kemper, who had been a pioneer educator, and had built [illegible] one of the finest private schools in the West. He accepted a pro-

fessorship, left his school at Boonville, and came to Fulton, with the intention of completing here his life's labor.

It was now apparent that this young and rapidly growing institution demanded a larger and more permanent endowment to support the faculty gathering in its halls, and to secure its success and prosperity. It was therefore proposed by the board to raise $75,000. In the fall of 1857, President Laws went out, partly to carry into execution this scheme, and partly to examine into the practical working of the best colleges, East and South. The endowment was pushed on year after year; a large amount was secured in scholarships, perhaps good at the time, but which proved eventually an incubus. To meet the current expenses arising from incidentals and professors' salaries, there was inaugurated the plan of borrowing from the "permanent fund" for the "contingent," till in 1861 the amount so borrowed was reported at $12,435.94.

It was at the close of the collegiate year in June, 1858, that the organization into six schools, somewhat after the plan of the University of Virginia, was completed. This arrangement has ever since been followed. These six schools are: Mental and moral philosophy; Latin language and literature; Greek language and literature; mathematics; physical science; and English language and literature. Four of these were already filled. As a result of this completed organization, the preparatory department was abolished and the chair of English substituted, upon the same basis as the others. To this chair was called Prof. Clark Strong, a graduate of Yale, who had had some experience as a teacher in the public schools of St. Louis.

The board then called Prof. Albert M. Meyer, of Baltimore, to the chair of natural science; with his acceptance closes the first period in Westminter history—that of its founding and organization.

There needed only means to conduct it as thus organized, and to provide for wider usefulness as it might grow. To secure this, need was felt to increase the endowment, which grew from year to year, till in 1860 it was reported at $93,303.89, exclusive of buildings and unproductive funds, with a debt of $7,094.89 due the permanent fund from the contingent.

President Laws sent in his resignation, which was accepted October, 1861. But in accepting it, the board unanimously bore testimony to his many sacrifices, his untiring labors, and his ability in presiding over the college in the dark and trying days of its infancy. With his resignation, Professor Van Doren was left the last, as he had been the first, professor.

There seemed to be urgent reasons for discontinuing the exercises of the college—we were in the midst of universal excitement, which would distract the attention of the few students we might hope to have—and it was felt by some that the effort to keep the college open would result in an increase of the debt. It was therefore moved to suspend the college for one year. This motion was not carried.

Westminster went on, with her halls open for instruction. While other colleges resounded with the tread of soldiers, who converted the haunt of the Muses into the abode of Mars, all through the war the bell of our college called the youth from the field of civil strife to the pursuit of letters and of science. And we are grateful to Him in whose name and for whose glory it was founded, that this institution passed safely through the perils of fratricidal strife, and that, with the exception of a few weeks, it has known no suspension of labor in its halls. The board, in that heroic faith which has ever animated them, in the darkest hours of our history, resolved to continue the exercises under the charge of two professors. William Van Doren and M. M. Fisher were unanimously elected, on a salary of $500, for the remainder of the college year. Professor Fisher was absent from the State, assisting Rev. W. W. Hill, in his female school, in Kentucky. He therefore declined the proposition. The executive committee, under authority from the board, called Rev. J. P. Finley, a man of varied scholarship and extensive reading, for a number of years a successful educator, under whom as principal, Van Rensselaer Academy had become one of the best academies in the West. He accepted, reached Fulton, January 1, 1862, and began his labors on the next morning. He rendered able and faithful service, not only as an instructor, but in looking after the general and financial interests of the college. On March 24, 1862, Professor Van Doren notified Professor Finley that he would leave for California on the 26th. Mr. Finley obtained leave of absence for one week, to secure the services of a competent man. On April 5, Mr. John N. Lyle took the place vacated by Professor Van Doren. He was a graduate of Marietta, Ohio, and had taught for several years with marked ability. He has rendered able, faithful, and untiring service to all the interests of the college in its dark hours, and has made sacrifices for its welfare.

The board, at its stated meeting at Synod, October, 1862, elected two more professors: Rev. A. V. C. Schenck to the Potts professorship, and J. A. Lathrop, LL. D., formerly president of the university at Columbia. Dr. Lathrop declined. The faculty and the students unanimously requested the executive committee to secure the services of Prof. M. M. Fisher. This was done; and on November 1, 1862, he was again elected, and became a member of the faculty.

In October, 1863, the English school was still vacant. Under the execution of a military order, Rev. J. W. Wallace had been driven from his home in Jackson County, and was then a refugee in Fulton. The professorship of the English school was tendered him, which he accepted, and in which he rendered efficient service to the college till the meeting of the board in 1864, when he resigned.

At the meeting of the board in 1864, Professors Schenck and Finley resigned. Charles C. Hersman, who had filled the chair of ancient languages in Carroll College, Wisconsin, was unanimously elected to the chair of Greek language and literature.

The need of a president was now felt to be imperative. There was then living at Longwood a Kentuckian by birth and education. His very name was a tower of strength in the Presbyterian ranks. He had shown executive ability, had the esteem and confidence of all the synod, and his eloquence had incited many a soul to deeds of liberality.

The board turned to Dr. John Montgomery as the man for president. At first he was strongly disposed to decline; but upon the earnest pleading of the committee appointed to confer with him he accepted for five months, with the hope that by that time the board might make other arrangements. In the fall of 1864 he entered upon his work as president of the college and supply of the pulpit. He was elected at one of the most critical periods not only in our history, but in the history of any college—without a parallel, probably, since the day of Witherspoon's presidency of Nassau. He came in the midst of the upheaval of society; amid universal excitement among the students, requiring constant watchfulness to keep them at their work. He came when there was no income to support a faculty. Many of the notes and scholarships were found to be upon persons dead, and their estates wound up, or with so many conditions annexed that the persons against whom they were held refused to pay. The scholarships that were settled were thrown upon the market and sold for less than the tuition. One of two courses was open to the president—to go on in the class room and in the general internal interests of the college, upon which alone he ever expected to enter, and let the faculty under him labor without pay, or to make an effort to collect something on the outstanding debt, to prevent the institution from being engulfed. With heroic faith he went out and spent the fall in an effort to collect the outstanding interest and notes. He visited town after town, house after house, stopping neither for sickness, pelting rains, nor wintry winds. In the winter of 1865 he returned from one of his collecting tours, and made such a report that the faculty and executive committee alike felt that a reduction in the expenses was a necessity. After consultation among the members of the faculty it was thought best that some should vacate. Professors Schenck, Lyle, and Hersman left. Thus the post was intrusted to Dr. Montgomery and Professor Fisher.

It is said that unexpected emergencies develop unexpected resources. Left alone with all the work of the college, to whom should they apply for help? There was in the senior class a young man who had shown unusual ability and fondness for mathematical studies, and as tutor had given promise of aptness to teach and fitness to govern rarely combined. It was felt by all that Mr. John H. Scott, even before his graduation, was competent to fill the place. Seventeen years of laborious study, of severe test in the class room, and of unabated interest in his department, have confirmed the judgment of the board expressed in his election in 1865 to the chair which he now so ably fills.

In June of this year Dr. Montgomery resigned, but the board would not consent to dispense with his invaluable services. In October he still pressed his resignation with such earnestness that they yielded to his solicitations. With great reluctance they parted with their venerable brother. He was loved by the faculty as a father and by the students venerated for his years and his wisdom. He left in the heart of college and church alike a name fragrant with sweet perfume and potent with holy incentive to virtue and truth.

Upon his resignation the institution was left with three constant professors, under whom, with the assistance at different times in the English school of Joseph Flood, Dr. C. R. Abbott, and the young but gifted N. D. Thurmond, it was conducted till 1868.

The year 1868 brings us to an important chapter. The finances of the college were much reduced. Of the $86,640.79 in notes and bonds, reported in 1861, much of it proved, as then represented, "a suspended debt, which may prove eventually to be something, or as likely to be worthless." Revolutions in the fortunes of men, occasioned by the war, had rendered worthless many notes, perhaps, once good. The contingent fund was indebted to the permanent fund about $30,000. The number of students upon scholarships, and therefore paying no tuition, was reported in 1865 as about 80. The amount of notes available on the old endowment was reported at $30,000. Unless we could secure more endowment, and a larger income, the faculty must be greatly reduced, and our thorough work vastly injured.

On March 10, 1868, Rev. Dr. N. L. Rice, of New York City, was called to the presidency. In June, 1868, the committee reported his declination. He was requested to reconsider his purpose, and accept, upon the basis of the resolutions passed at his election. It was hoped and believed that he would accept; and upon this belief Prof. John N. Lyle, who had been professor of mathematics in Marietta College since 1865, was unanimously recalled to the chair of physical science.

Arrangement was made to perfect a new plan of endowment, in which it is expressly stipulated that no part of the endowment, save the interest, can ever be used for the contingent expenses. This was finally adopted February 24, 1869, and Rev. W. W. Robertson, financial agent, was urged to push it forward with all zeal.

Dr. Rice accepted, during the summer, and entered upon his duties in the fall of 1868, though his formal inauguration did not take place till September, 1869. The work of endowment on the new plan was prosecuted with such enthusiasm that in June, 1869, Rev. J. A. Quarles, without pecuniary reward, incited only by love to the college, had secured in notes $7,084; the friends in St. Louis had raised $40,000, and the financial agent had secured $10,400 in cash and notes. The endowment was pushed on during several successive years.

In June of this year Mr. J. J. Rice, a son of Dr. Rice, a graduate

of the University of New York, and then engaged in the practice of law, was elected to the chair of English literature, and for twelve years he has labored in the classes, opening "the pure well of English undefiled."

In 1870 Professor Fisher resigned and entered upon the active work of the ministry as pastor of the church in Independence.

In his place was elected Rev. B. Y. George, pastor of the church in Columbia. He had graduated in the class of 1859, at the early age of 17, with the highest honors. He completed his theological course at Princeton, and had been pastor of an important church in the East. He resigned at a special meeting of the board in April, 1873.

In 1874 Doctor Rice resigned, after a connection with the institution extending over six years. During this time he also preached to the church. The pulpit was his home. Here, for exhaustive analysis, for logical power, for comprehension of principles, for grasp of truth, for appeals to the conscience, for yearning for souls, Missouri has furnished no superior. There occurred under his administration one of the most powerful revivals in the history of the college. In this glorious work of grace he was assisted by that powerful scriptural and spiritual teacher, Doctor Campbell, now of St. Joseph. As president Doctor Rice was venerated by the faculty—honored and loved by the students.

The particular work for which he was elected was largely accomplished. It was reported to the board, as already mentioned, in 1868, that the available endowment would not exceed $30,000. Mr. S. W. Barber, treasurer of the board of trust, reported to the Synod in October, 1874, the total amount of good investments at $75,503.86. This shows that during his administration there had been added to the endowment between $40,000 and $50,000.

After Dr. Rice resigned the presidency the college worked with a chairman of the faculty, Dr. M. M. Fisher and Dr. C. C. Hersman acting in order. But in 1878 the board unanimously elected Rev. Charles Campbell Hersman, D. D., to the presidency. Dr. Hersman graduated from the college in 1860, and had occupied the chair of Greek nearly ever since. He was a man of very marked ability and brought to this office an energy and power that had made him one of the leading Greek professors in the West. Under his administration the college was freed from debt and its departments were pushed to a standard higher than ever before. In 1882 Prof. Edgar Hoge Marquess was elected to the chair of Latin, and has, by his close attention to his duties and his thorough work, demonstrated the wisdom of the board in calling him.

In 1886 Prof. Edward S. Wood was elected principal of the preparatory school, and under his efficient management it has become all that could be desired of such a school.

In 1887 Dr. Hersman resigned the presidency to accept a call to the chair of biblical exegesis in Columbia (S. C.) Theological Seminary.

The whole community felt that the college was sustaining the loss of a fast friend, learned professor, and able president. Rev. William Hoge Marquess, D. D., class of 1873, was elected to succeed him as president. He is a young man, but a well-rounded scholar and an energetic and masterly teacher. Rev. H. C. Evans, class of 1881, was made professor of Greek. In 1888 Professor Evans resigned to accept the presidency of Synodical Female College. In January, 1888, Rev. William J. Wright, LL. D., of Philadelphia, was elected to the chair of metaphysics and vice-president, in which positions he continues with great satisfaction to the board. Prof. John J. Anderson succeeded Professor Evans, but resigned in 1890, and Daniel S. Gage, class of 1889, was elected to the Greek chair and most faithfully and diligently performs its duties.

In the fall of 1889 the synod resolved to increase the endowment by $50,000, and Rev. W. R. Dobyns was elected financial secretary by the board and entered upon his duties January 1, 1890.

The college is thorough in all its departments, is a powerful factor for higher education, and adheres to the old classical course of study for those seeking degrees.

The value of Westminster College to the synod and to Missouri is to be judged by the material she has sent forth. Not large and learned faculties, not costly and imposing edifices, not extensive and valuable apparatus, not munificent endowments make a college and give her a history and a fame. These are all important, but they do not make a college. Her character and influence down the widening ages are to be determined by those who go forth from her walls bearing her name and sharing her glory or her shame. Judged by this standard Westminster College has not been a failure.

In past years she has exerted a wide influence on the political, educational, and religious interests of the Commonwealth. Look over her catalogue and you find among the rising young lawyers, preachers, doctors, and educators her honored sons.

The standard of scholarship from the first has been of a high order. As far back as 1856 a distinguished educator said of her work, "The scholarship of the students has surprised me much; the sophomore class would do credit to the senior class in most institutions in the West." It was felt and expressed by Dr. Rice, when he came, that the scholarship was too high for the unsettled condition of things in the country. Her graduates have ranked among the first scholars in all our seminaries, even in Princeton, where there have been graduates from almost all the Eastern institutions. She has been blest also in the high-toned morality of her students; there has been as little occasion for discipline as in the same number of students in any college. The disgraceful scenes of hazing and carousing which occur in some institutions have never occurred here. The young men, as a body, realize that they bear in their own hands their own honor, that of their parents, and that of their college.

FAIRBANKS HALL, DRURY COLLEGE, SPRINGFIELD.

Chapter V.

DRURY COLLEGE.*

SPRINGFIELD, MO.

By FREDERIC A. HALL.

ORIGIN OF THE COLLEGE.

In the spring of 1872, at a meeting of the Springfield Association of Congregational Churches, the Rev. H. B. Fry, then a pastor in the town of Carthage, offered a series of resolutions which expressed the need of a college where men might be thoroughly trained for leadership in the growing Southwest. A committee appointed to take these resolutions under advisement reported at the fall meeting of the same association a plan by which the matter could be brought before the churches and people of southwest Missouri. The committee were urged in locating the college to keep prominent in mind "the considerations of the amount of money pledged, the prospect for the supply of students, and the general disposition of the people among whom it shall be located toward such an institution."

CANVASSING FOR FUNDS AND LOCATING.

A canvass of the leading towns of southwest Missouri was made and earnest efforts were apparent everywhere to secure the proposed college, but Springfield, having pledged $58,000, was given the college by a vote of the association at their meeting in Pierce City on the 4th of March, 1873.

PROMINENT WORKERS IN THE MOVEMENT.

Much of this active canvass was the work of the Rev. James H. Harwood, D. D., one of the pioneers in Congregational work in this section of the country. The Rev. N. J. Morrison, D. D., LL. D., who had recently retired from the presidency of Olivet College, became interested in the movement and volunteered valuable service in getting the proposed college under headway. It is doubtful whether, without his courageous words in its defense, the movement could have

*See Statistical Note, 1898, p. 164.

survived the attacks made upon it, but the leadership of the man was so strong, and his executive ability so pronounced, that by the unanimous vote of the convention he was asked to take the presidency of the new college.

THE ORIGIN OF THE NAME.

The school was first organized as "Springfield College," but six months later the name was changed to Drury College because of a gift of $25,000 from Mr. S. F. Drury, of Olivet, Mich., who stipulated that "the name Drury College should be regarded as a memorial of Albert Fletcher Drury, his only child, a young man of rare ability and excellence who died in 1863." President Morrison secured from other friends $25,000 additional, so that the college at its organization had in pledges over $100,000.

ORGANIZATION.

Articles of association were filed July 29, 1873. We quote from them:

ARTICLE II. Our aim in establishing the said Drury College is to afford to youth of both sexes ample facilities for instruction and discipline in those arts and sciences, a knowledge of which constitutes what is commonly known as a "liberal education," by always maintaining in said college as comprehensive a course of study and as high a standard of instruction and scholarship as prevail in other American colleges of the first rank, and at the same time to train youth in the high morality and culture of the Christian religion. And therefore, in order to extend the more widely the advantages of such instruction and culture, the board of trustees may, whenever the wants of the community and the resources of the college shall justify it in the judgment of the board, establish in connection with the college proper other departments, either as accessory to the college or for instruction and training in the liberal professions. The said Drury College shall be established and permanently maintained in or near the city of Springfield, Greene County, in the State of Missouri.

ARTICLE III. The board of trustees shall consist of twelve members besides the president of the college, who shall be a member ex officio, and of these at least seven, when the board is full, shall always be connected with the family of Christian churches commonly known as the Congregational Churches of the United States.

(This article was changed in 1885 to read "twenty" in place of "twelve" trustees.)

* * * * * * *

ARTICLE V. All moneys or property received by the board of trustees or by any officer or agent of the college for the benefit of the same, whether by gift, bequest, or the sale of college property, shall be sacredly devoted to the specific object (if designated) intended by the giver or testator and to none other.

It shall not be lawful for the board of trustees to loan college funds to each other nor to any officer, instructor, or agent of the college, nor for the treasurer to use the same or any portion thereof for his own advantage or the advantage of any other officer or agent of the college.

* * * * * * *

ARTICLE VII. No religious or political test as a condition precedent to the enjoyment of all the advantages afforded by Drury College for study and instruction shall ever be established or allowed by the board of trustees [and the restriction

of a majority of the board of trustees] to persons connected with a particular religious denomination (see Article III of these articles of association) is to be understood as intended only to guard the interests of the college from the unseemly and dangerous jealousy of rival sects, and to place the college so closely in sympathy with some religious denomination that it shall always have a constituency and a home.

Early Endowments.

It has been remarked that the college had over $100,000 with which to begin. But the financial trouble which swept the country the following fall and winter made it impossible to realize a large part of the promised endowment. It is doubtful if the college up to the present time has received over 50 per cent of the $108,000 originally subscribed. One of those who promised $10,000 was reduced to financial bankruptcy, and many could never pay more than a small part of their pledges. Besides, this money was temporarily diverted from one fund to another until serious consequences threatened, and the eyes of all were awakened to the danger. For the past three years the original article of the association has been carefully observed, and as fast as available funds come in, they are set aside to replace moneys "temporarily diverted" as far back as twelve years ago.

The First Building.

The zeal which characterized the early workers for a college was found, too, in those who took hold when the college was an assured fact.

President Morrison writes:*

So about the 1st of August a few of us, led by Mr. Drury, met here under the oaks, selected the site for our first college building, and there in humble prayer consecrated the ground, the structures that should hereafter arise, and a school of learning that should find its home in these structures, to Almighty God and the service of his church.

Then Mr. Drury seized a shovel and lifted the first earth from the excavation for the substructure of the building in which we now sit.

Seven or eight weeks later, Thursday, September 25, we "opened school" in this room, the freshly plastered walls dripping with moisture, and the builders with trowel and hammer still holding undisputed possession of all other parts of the structure. We had advertised that the school would on that day "take up," to use a local phrase, and it did.

The building referred to above was a plain brick one, two stories in height, arranged below with two recitation rooms on either side of a hall, while the story above was used for chapel purposes and as a "study room" for preparatory students.

For a number of years the building went by the name of "Preparatory building," but of recent years, being used entirely for library purposes, the name has been changed to "Library building."

*A Sketch of the Origin and Statement of the Present Condition of Drury College; pamphlet, published 1881.

First Faculty.

Drury College began with a faculty of three. George H. Ashley, A. B., then a recent graduate of Olivet College, a man of fair scholarship, fine ability as a teacher, and one of such personal power as to mold to a wonderful degree the character of all who came under his instruction. Mr. Ashley served the college four years and his memory is still green in the hearts of those who annually meet at college commencement to talk over the days gone by. It rarely falls to the lot of a man whose life's work is limited to four years of active service to be greatly beloved by the people of a State. Such, however, was his good fortune. Mr. Ashley died in 1876, having stamped himself upon Drury College.

Mr. Paul Roulet, who served the college as professor of mathematics for fourteen years, was a second member, and President Morrison was the third, who for nearly fifteen years showed marvelous energy and an unfaltering devotion to the work. President Morrison, more than any other man, made Drury College what it now is.

First Enrollment of Pupils.

On the first day 39 pupils were enrolled. Most of the pupils came as the result of personal solicitation on the part of the faculty and friends. Probably not many of them really understood the difference between a college and a district school, but in that number was some excellent material. Six of the 39 remained for a full college course and 3 have since been members of the college faculty. One to-day remains on the faculty who supplemented his college course at Drury by five years' graduate work at Yale University, taking the degree of Ph. D. at the age of 27. Another is a leading lawyer in this portion of the State and a third is at the head of one of the largest banks in Springfield.

Preparatory Department.

When the so-called college began it was little else than an academy with aspirations. As in most Western and Southern schools, a preparatory department was organized in connection with the college, and in that department was found the entire list of students for the first term's work.

"Model School."

Not only was there a preparatory department, but to meet the supposed need a "model school" for small children was also started, and Miss Mary F. Carkener, of St. Louis, was added to the faculty. A small wooden building was erected to meet the purposes of the model school.

EARLY CHANGES IN THE SCHOOL.

This school, consisting of a model school for small children, a preparatory department for such as wanted to enter college or to take special studies, and a normal course for those intending to teach, really constituted Drury College at its beginning.

So long as mere numbers were sought these excrescences were allowed to remain. Time after time the model school was abandoned and reinstated, until about 1881, when it was finally dropped. Such, too, was the fate of the normal department. Vigorous efforts were made to draw students here rather than have them go to normal schools elsewhere. The faculty exerted themselves to give valuable instruction on methods of teaching and in all ways to make the time spent here as valuable to the future teacher as though spent at a regular normal school. Yet, after all, the department was doomed from the beginning. The chief thing the college wanted was numbers. The chief thing the student wanted was the prestige which a normal course then gave to a prospective teacher.

There were periods of success, but a normal student wants a normal atmosphere, and college atmosphere and a normal atmosphere can not exist in one place. As with other successful colleges, the effort was at last abandoned, and the faculty have contented themselves with occasional lectures on methods at normal schools and in normal institutes.

Efforts have been made to build up large departments in both music and art. Some excellent work has been done in both of these branches, but all attempts to develop them on the scale once intended have been abandoned.

Early in our history these two things were settled: (1) That the original idea of developing the embryo college into a university was not to be carried out; and (2) that for years to come much of the best work of the institution would have to be done in thoroughly preparing students for the college proper.

RELATION OF THE COLLEGE TO THE PREPARATORY DEPARTMENT.

One further idea has taken definite shape within the past five years, that a preparatory school and a college ought not to be under one faculty. We believe here that the Western and Southern idea is radically wrong and that both the college student and the boy in the preparatory school alike suffer in being under one set of teachers during their entire course of instruction, however wise those teachers may be.

It has been, then, for some time the purpose to separate the two departments absolutely. For the present teachers are employed so far as practicable in the preparatory department who are specialists in their work, just as in college. The authorities believe that a real fitting school demands the best scholarship and a peculiar aptness in

drilling the young mind. It is a rare thing to find a man who is distinguished for both preparatory and college work. The methods should be radically different. The ends to be secured are not at all the same, and the youth should in each step of his training be under those who are superior in molding the intellect at that particular stage of development.

It is questionable whether the preparatory school and the college should be on the same campus. Certain it is that they should not be together nor under the same regulations.

The college here retains its preparatory department as an essential part of the institution for two reasons: (1) Because money can be saved to the college by having some preparatory work done by college professors, and (2) because there are no schools in Missouri outside of the large cities (so far as we know) and few in the West, which as yet thoroughly prepare students for its freshman class.

As to the requirements for admission more will be said later.

As soon as money is received for the adequate endowment of the fitting school, or of the college, a complete separation will be made, the only relation existing between the two being that graduates from the preparatory will be received into the college without examination.

We believe that it is as important for the fitting school to have its own name even as for the college. We believe that it is impossible for any preparatory school to become famous so long as it is the mere appendix to a college. Andover and Exeter would never have been noted had they been attached to some college.

Two Ideals in the College.

Here, however, there were for years two prominent features in the work; two ideals exactly opposed to each other, and yet both being carried out by our faculty.

On the one hand was an eagerness to attract large numbers. In order to do this buildings must be erected, attractive and commodious facilities for the "accomplishments" must be provided; courses of of study must be arranged to let through those contented with a little; things must not be made too hard for the weak ones.

The other idea was that the only excuse for the existence of the institution was the demand for a college in this section of the country whose standard of scholarship should be on a par with the best New England colleges; that numbers are unnecessary to a college of the first grade; that the work by its excellence must commend itself to the best element of the Southwest.

Growth of the Two Ideas.

Let us follow the development of these two ideas. This will necessitate a review of the growth of the college in two directions; (1)

particularly as to externals, buildings, and published advantages; (2) as to courses of study actually followed and requirements of students.

It will be of interest to notice the fluctuations in attendance until the one idea prevailed.

NECESSITY FOR LARGE BOARDING HALL.

The college was located between what was then Springfield and North Springfield, two towns about 1¾ miles apart. There were few houses in the neighborhood of the college where students could secure board at reasonable rates.

It was argued that there must be a home provided for lady students who came from a distance. To secure such a home it was necessary to build. The community was disappointed in the unpretentious building erected at first; to satisfy these parties a large building must be erected. "Then, too, the college will commend itself as a permanency if its buildings are substantial and costly." These arguments prevailed, and as a result of the effort then made Walter Fairbanks Hall was erected at a cost of $32,000.

The building stands back from the street about 200 feet. It has 4 stories and a basement. In the basement is a large dining hall, while the rooms in the fourth story are used for art and the ladies' literary societies. In this hall the lady teachers and lady students live. The building is designed to accommodate about 100 persons.

MISSOURI CONSERVATORY OF MUSIC.

On the completion of this structure vigorous efforts were made to draw lady students. The Missouri Conservatory of Music was organized under the able leadership of Prof. A. B. Brown, and for a time it looked as though the plan of making a popular school was going to win. Probably no one thing did more to make the college at once favorably known with the masses than this study of music. In this study results were immediate, and the public was soon familiar with the conservatory. Professor Brown associated with himself in the conservatory three teachers, and work was done on the voice and on wind and stringed instruments. In 1881 Professor Brown retired from the faculty, the conservatory became simply one of the departments of the institution, and was put under the care of two competent instructors on the pianoforte and the violin.

The character of the work required was wholly changed. The musical course was divided into seven grades, and actual proficiency was required for promotion from one grade to another. The chief mover in the departure was Prof. W. A. Chalfant, a graduate of the New England Conservatory of Music, who sought in music the same exacting thoroughness demanded in other lines. Professor Chalfant still remains with the college, and has done much in this section to

give dignity to the study of music. With this change in the requirements of music the enrollment was greatly lessened, as will be seen by comparing the numbers under column marked "Music," page 111.

ART DEPARTMENT.

In drawing and painting also every effort was made to enroll numbers, and numbers in this department increased rapidly. Starting with 6 in 1874, 50 were enrolled in 1881. Then came the same change as was found in the musical department. Under Miss Frances J. Fowler, a thoroughly trained teacher, a rigid course in drawing was obligatory before painting was allowed. With the practice in drawing and painting a systematic study of the history of art was required. As the demands increased the numbers decreased; the subject no longer met the popular demands. Within two years the number studying art was reduced to 20. Thus the second of two prominent features in a popular school was practically withdrawn. Hereafter only those pursued the study of art who wanted a knowledge of the subject and were willing to work in order to acquire it.

EASY COURSE OF STUDY.

There was a third thing which had its influence in making the college a popular school, namely: A full college course which required little previous preparation and which was not difficult or exacting. In this course "substitutions" were admissible and frequent. It offered to the young lady who completed it a diploma and hence all the honor which graduation from a college is supposed to have. This was called the "ladies' course." A moment's survey of the numbers who pursued this course explains how it helped to draw students. Here we are confined to the college department because in the early days it was not the custom to require any particular preparation for the ladies' course.

Thus far, in connection with the building of Fairbanks Hall, and the ladies' course of study, we have considered the influence which especially affected the attendance of lady students.

Earlier in the article we mentioned the model school and the normal department as being among the agencies employed for increasing numbers. But as these things would affect both sexes about equally it is not necessary to consider them further here.

ATTENDANCE OF STUDENTS.

It may be of interest to notice two things before we proceed to discuss the growth in the courses of study: (1) The attendance of students in the literary department during the years of the college history, and (2) the proportion of young men and young women.

In this we leave out the normal department and the model school as

being short lived and not affecting the point at issue. The general statement made earlier is sufficient for the art department.

TABLE OF ATTENDANCE.

Year.	College, all courses.	College, ladies' course.	Preparatory.	Total attendance, literary department.	Music.
1873-74	23	3	92	115	8
1874-75	40	15	149	189	15
1875-76	56	21	154	209	198
1876-77	72	22	153	225	163
1877-78	64	22	99	163	167
1878-79	58	9	82	140	172
1879-80	59	1	96	155	288
1880-81	47	1	103	150	238
1881-82	43	5	180	223	82
1882-83	49	(a)	184	233	85
1883-84	42	(a)	174	216	87
1884-85	41	(a)	161	202	158?
1885-86	45	(a)	169	214	82
1886-87	34	(a)	150	184	88
1887-88	29	(a)	134	163	85
1888-89	36	(a)	209	245	89

a Dropped.

The above table records the numbers as given in catalogues of the respective years.

INTERESTING FACTS BROUGHT OUT BY THIS TABLE.

By this table it will be seen that at the time the largest numbers of students were in attendance in the music and art departments the largest numbers were not in attendance in the regular literary work of the institution. On the contrary, the years 1876–1881 were the very largest in music and art and the very smallest in the literary department.

It will be further noticed that as soon as these departments were put upon a solid basis they were less patronized, and, inasmuch as hard work must now be done, a larger proportion preferred to do the work in the time of the regular curriculum.

By giving the total attendance each year it would be seen that many did not continue their connection with the institution after the music and art requirements were exacting, and that the regular courses of study failed to draw such large numbers as had heretofore been drawn to the college.

PROPORTION OF YOUNG MEN AND YOUNG WOMEN.

The second point, the proportion of young men and young women, can not be so definitely settled, because the catalogues are not clear and the memory is not a safe guide. This, however, is known to be near the facts in the case: In the earliest years of the college the number of young men was somewhat smaller than the number of young women. From 1878 to 1881 the young women were about one and a half times as many in number as the young men. From that

time to this there has been a steady increase in the attendance of young men and a steady decrease in the proportion of young women in attendance, until at the present time there are 10 young men to 4 young women.

COLLEGIATE DEPARTMENT IN EARLY YEARS.

One or two other items of interest might be mentioned in this connection. In the first catalogue 23 are enrolled as belonging to the college classes. While the institution began with no students in the collegiate department, yet, fortunately for the young school, McGee College about that time closed its doors and several of its bright young men entered advanced classes at Drury. Two of Drury's most distinguished alumni were among these additions. Then, too, a young ladies' seminary at Springfield having been burned, its senior class was transferred to the college, so that during its first year it received college students enough to give to it character.

It would be unjust to both the courageous teachers then here at work and to the students who have so fully shown their careful preparation here to say that in these early years thorough training was not given. Perhaps it would be fair to all parties to say that great exactness was not required. Corresponding with this great advancement in all directions the college department seemed to make rapid strides. But here one may see the beginning of that change which ultimately revolutionized the music and art departments and which changed the college from a popular school to a small college doing first-grade work.

In general there was an increase in college in number corresponding with the increased attendance up to 1876–77. From then on, however, the number in the college department does not compare favorably with the total number in attendance. While in 1876 there were 72 in college out of an attendance of 225, for the next four or five years there was a slow but steady decline, until in 1882 there were only 49 in college out of a total attendance in the literary department of 233. Now 1882 marks the climax in the music and art departments. In other words, two things are evident:

(1) So long as the music and art departments were satisfied with numbers and insisted only on light duties a general looseness was through the entire institution. Students were let into college "on trial." The examinations were nominal. A promising young man or woman could go into college classes if he, or she, showed a general disposition to study.

(2) In the literary department the standard of scholarship first received careful attention, so as not only to shape its own affairs, but to force the same character of work upon the other departments. The years between 1877–1882 may be said to be the crucial years for Drury College in deciding it to be on the side of the few small, strong colleges.

GROWTH IN THE CURRICULUM.

In this discussion concerning the conflict between these two ideas of a college we have anticipated to some extent what we had intended to say upon the growth in the curriculum of study. Perhaps a brief review of the steps by which the curriculum has been advanced may be sufficient.

In the first catalogue the college offers the courses of study—classical, scientific, and ladies', each four years in length.

EARLY REQUIREMENTS AND COURSES OF STUDY.

The classical course required, theoretically, three years of preparation, but many did the work in one year, so as to be "tried" in college.

The scientific course required one year in preparation.

The ladies' course required scarcely any preparation beyond the grammar grade in our public schools.

The classical course was modeled after the Eastern colleges of good rank, and differed more in the requirements for being admitted than in the work done in the college class room.

The scientific course was somewhat of an invention, and at first only partially successful. Theoretically, it was to put science and the modern languages in the place of Greek and Latin in the classical course.

The ladies' course was perhaps the equivalent of a good high-school course, supplemented by one year of further study.

In the preparatory department the studies necessary for entering college were taught; also such studies as gave a good English education. The work in the preparatory was done exclusively by the college professors as a part of their regular duties.

REORGANIZATION OF FACULTY AND GREAT CHANGES IN COURSE OF STUDY.

The requirements for entering college were practically the same until 1878–79. The newly appointed principal of the preparatory department determined to place graduation from that department as nearly as possible on a par with graduation from the best New England academies. The courses in the preparatory school were enlarged; the catalogue requirements were exacted. A preparatory course of three years was inserted for the scientific department. The college readily responded by requiring for entering all that the preparatory work provided. At once the change in the character of the whole institution was perceptible.

MEN PROMINENT IN THE MOVEMENT.

In this movement for raising the standard and for putting the requirements of the college on a more scholarly basis two men are

especially worthy of mention. Prof. George B. Adams, Ph. D., now professor of mediæval and modern history in Yale College, then fresh from his graduate studies at Yale University, had been here one year and had shown that scholarly cast of mind and character which have since endeared him to all of Drury's graduates. His energies were expended in raising the standard of scholarship, and for eleven years he was a chief mover in every substantial advancement. Prof. E. P. Morris, A. M., now professor of Latin in Williams College, came here at this time. For five years he worked faithfully as a champion of exact scholarship. Of broad mind, of magnetic character, his influence permeated the whole institution. These two men largely shaped events between the years 1878–1883, the most critical years as concerns the character of the college that the institution has yet passed. One other teacher should be mentioned in this connection. Prof. E. M. Shepard, A. M., of Williams College, who is still a member of the faculty, did much to place the scientific course upon a respectable footing. It was with his heartiest cooperation that the preparation for entering the scientific course was changed from one year to three, and in the college his influence was conspicuous in shaping the present scientific course of study.

TWO IMPORTANT MOTIONS.

In the summer of 1879 two motions were carried in the faculty which have since had great influence:

(1) "Any student desiring to graduate from the preparatory department shall pass a written examination on all the studies of that department." This rule has been rigorously enforced from that day to this. Moreover, this examination is of such a character that there is seldom any complaint. It seems to command universal respect. Graduates of the college have often testified to the value of this crucible. The examination occupies ten days. While not technical, it thoroughly tests the knowledge of the subject. When the examinations were first introduced about 30 per cent of those who tried it failed to pass. Of late years "the weeding out" comes chiefly before the time of the examination.

(2) "No student shall be catalogued beyond the class in which he has a deficiency." So far as I know, there are scarcely any Western colleges which live up to a rule that works such havoc in their catalogues as do these two. Yet to my knowledge neither of these rules has ever been violated in spirit or letter. This, too, accounts largely for the fact that the numbers in the college are small in comparison with other institutions whose attendance is no larger than Drury's. A sophomore, if behind in one study of the preparatory, must rank as a preparatory student until the deficiency is removed. Then, too, no student is ranked as a college student who is pursuing any preparatory study. These several points do much to make the college list small.

CHANGES IN REQUIREMENTS FOR ENTERING.

In 1879–80 the requirements for entering college in the scientific course were further increased by requiring, in preparation, three years of Latin. The two preparatory courses, classical and scientific, remained practically unchanged for nine years. They were the same in mathematics and Latin, while the scientific required two years' study in the elements of science to offset the two years of Greek in the classical.

At this point one more step was taken. Two years of preparation were required for the ladies' course, and in the college department "substitutions" in that course were no longer allowed.

LADIES' COURSE DROPPED.

In 1882–83 another step was taken toward a better grade of work. The ladies' course was dropped from the college department, and in the preparatory was substituted an English course of four years, designed for such as want a thorough English education and have no intention of taking a college course.

FINAL CHANGES IN CURRICULUM.

No further changes were made in the demands for entering college, nor any of importance in the college curriculum from that date until the spring of 1888, when the courses in the preparatory were all made four years in length and in college quite an extended course in English literature was added.

Below is given the courses of study as required in the college and preparatory departments, together with a synopsis of the work in general as required in the various branches:

ORDER OF STUDIES.

COLLEGE—CLASSICAL COURSE.

Freshman year.—Fall term: Latin (Livy), exercises in Latin composition; Greek (Herodotus), exercises in Greek composition; mathematics, geometry, Books III–V.

Winter term: Latin (Cicero, Cato Major and Lælius), Latin composition; Greek (Thucydides), Greek composition; mathematics, geometry, Books V–IX.

Spring term: Latin (Horace, Satires), Latin composition; Greek (Homer, Odyssey), Greek composition; mathematics, plane trigonometry; rhetoricals, once a week through the year; Bible, once a week through the year—the teachings of Christ.

Sophomore year.—Fall term: Latin (Horace, Odes and Epodes); Greek (Plato's Apology); mathematics; spherical trigonometry; surveying.

Winter term: Latin (Plautus); chemistry; mathematics; conic sections; analytical geometry.

Spring term: Greek (Euripides, Medea); botany; engineering; rhetoricals once a week through the year; Bible, once a week through the year—organization and institutions of the Apostolic Church; English literature once a week through the year.

Junior year.—Fall term: Latin (Tacitus, Germania and Agricola); physics; physiology.

Winter term: German; physics; Greek (Demosthenes, De Corona).

Spring term: German; Latin (Terence or Pliny's Letters); or Greek (Demosthenes); rhetoric; international law; evidences of Christianity once a week through the year. rhetoricals once a week through the year; English literature once a week through the year.

Senior year.—Fall term: Psychology; zoology; political economy; German.

Winter term: Logic; geology; history of civilization; æsthetics.

Spring term: Ethics; astronomy; United States Constitution; natural theology once a week through the year; rhetoricals once a week through the year; English literature once a week through the year.

SCIENTIFIC COURSE.

Freshman year.—Fall term: French grammar; ancient history; geometry, Books III–V.

Winter term: French; mediæval history; geometry, Books V–IX.

Spring term: French; modern history; plane trigonometry; rhetoricals once a week through the year; Bible once a week through the year—the teachings of Christ.

Sophomore year.—Fall term: French; mineralogy; spherical trigonometry; surveying.

Winter term: Chemistry; chemical analysis; conic sections; analytical geometry.

Spring term: Botany; organic chemistry; vegetable histology; engineering; rhetoricals once a week through the year; English literature once a week through the year; Bible once a week through the year; organization and institutions of the apostolic church.

Junior year.—Fall term: Physics; physiology; religion and science.

Winter term: Physics; German; cryptogamic botany.

Spring term: Biology; German; rhetoric; international law; rhetoricals once a week through the year; English literature once a week through the year; evidences of Christianity once a week through the year.

Senior year.—Fall term: Psychology; zoology; political economy; German.

Winter term: Logic; geology; history of civilization; æsthetics.

Spring term: Ethics; astronomy; United States Constitution; rhetoricals once a week through the year; English literature once a week through the year; natural theology once a week through the year.

PREPARATORY—CLASSICAL COURSE.

Junior year.—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies and Peck's completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

Junior middle year.—Fall term: Latin grammar; English grammar; arithmetic, reading two hours per week (Irving's Sketch Book, Sprague).

Winter term: Latin grammar; English grammar; physiology; reading two hours per week.

Spring term: Cæsar, one book; English analysis; United States history from 1783; reading two hours per week.

Middle year.—Fall term: Cæsar, two books; Greek grammar; elementary general history.

Winter term: Cæsar, one book; Cicero, one oration; Greek grammar; algebra to factors.

Spring term: Cicero, two orations; Anabasis (selections); algebra to problems.

Senior year.—Fall term: Cicero, one oration; Virgil, three Eclogues, one book of Æneid; Anabasis, two books; algebra to quadratics.

Winter term: Virgil, two books; review of Cicero's Orations; Anabasis, one book; Lysias, one oration; algebra to logarithms.

Spring term: Virgil, three books; Homer (Iliad), two books, or Odyssey (Phæacian Episode); geometry.

SCIENTIFIC COURSE.

Junior year.—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies & Peck's Completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

Junior middle year.—Fall term: Latin grammar; English grammar; arithmetic; reading two hours per week (Sprague's Irving's Sketch Book).

Winter term: Latin grammar; English grammar; physiology; reading two hours per week.

Spring term: Cæsar, one book; English analysis; United States history from 1783; reading two hours per week.

Middle year.—Fall term: Cæsar, two books; rhetoric and etymology; elementary general history.

Winter term: Cæsar, one book; Cicero, one oration; American literature; algebra to factors.

Spring term: Cicero, two orations; American literature; algebra to problems.

Senior year.—Fall term: Cicero, one oration; Virgil, three Eclogues, one book of Æneid; English literature; algebra to quadratics.

Winter term: Virgil, two books; review of Cicero's Orations; outline study of man; algebra to logarithms.

Spring term: Virgil, three books; elementary chemistry; geometry.

ENGLISH COURSE.

Junior year.—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies & Peck's Completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

Junior middle year.—Fall term: Advanced arithmetic; English grammar; arithmetic; reading two hours per week (studies in Bryant, Alden).

Winter term: Bookkeeping; English grammar; physiology; reading two hours per week.

Spring term: Elementary botany; English analysis; United States history from 1783; reading two hours per week.

Middle year.—Fall term: Elementary zoology; rhetoric and etymology; elementary general history.

Winter term: Elementary physics; American literature; algebra to factors.

Spring term: United States Constitution; American literature; algebra to problems.

Senior year.—Fall term: French or history; English literature; algebra to quadratics.

Winter term: French or history; outline study of man; algebra to logarithms.

Spring term: French or history; elementary chemistry; geometry; Greek history, Roman history, Latin and Greek prose composition once a week through

the year; rhetoricals once a week throughout the course; Bible once a week throughout the course. Junior year, Biblical history—Genesis, Judges. Junior middle year, Biblical history—Judges, Solomon. Middle year, Biblical history—Solomon, captivity. Senior year, the life of Christ.

PREPARATORY DEPARTMENT.

The object of this department is to furnish the beginnings of a solid intellectual discipline. First, its primary object is to fit young people for a college course. Second, the management is working as fast as practicable toward specialists here as in college work. There are now three specialists whose work is exclusively in the preparatory. The aim is to secure experts as drill masters. The school prepares for all colleges. Students are admitted, on certificate, to corresponding classes in some of the most famous Eastern academies.

The discipline is adapted especially to scholars that do not require severe restrictions. The purpose of the instructors is to lead scholars to cultivate self-control, self-reliance, and truthfulness. The whole method of instruction and discipline, particularly in the upper classes, assumes some power of application and a will to work on the part of the pupil.

Language and mathematics are made the basis of both the classical and scientific courses. The classical course is modeled chiefly after Andover Academy. In the Latin and Greek it is the aim to follow methods best suited to give the student readiness in translation and a critical knowledge of all inflections, regular and irregular. Careful and constant drill is given in word formation, in syntax, in the development of a vocabulary, in the use of synonyms, and in the historical and mythological allusions found in the text. Some attention is given also to translation of English into Latin and Greek and to sight reading. During the senior year the classical students spend three hours a day with the principal in the study of Latin and Greek.

The scientific course has the Latin of the classical, but for the Greek is substituted a thorough training in the English language and literature. This work embraces the grammatical and rhetorical study of English, the analysis of form, and an acquaintance with English and American writers as made in the study of English literature, this latter being preparatory to the study of English literature as considered in college.

The English course is designed particularly for such as intend to teach in our public schools and do not expect to take a college course.

DEPARTMENT OF LATIN.

In the freshman year the primary aim is to establish students in the principles of Latin syntax and to secure for them a vocabulary sufficient to enable them to read ordinary prose with ease. Constructions are analyzed and constant attention is paid to the difference between the Latin and English idiom. To aid in attaining this end a course in Latin prose composition is pursued, with the use of Allen's Introduction to Latin Prose Composition, two hours weekly in the fall term and one hour weekly for the rest of the year. The Satires and Odes of Horace furnish an introduction to the study of Roman social life and antiquities, and also of Roman satire and lyric poetry. Special attention is also paid to the history of the transition from the republic to the empire.

The design of the latter part of the course is to make students acquainted with representative authors in the various branches of the literature. Each writer is interpreted in relation to the social and political life of his age; and a particular study of his style and latinity is made. It is hoped that another year provision may be made for a course in the history of Latin literature, which is now studied through the authors read.

Frequent drill in sight reading is made a part of the class-room work. Students in the more advanced work are required to prepare papers on topics assigned, and they are encouraged to pursue independent investigations so far as the facilities of our library for classical study will allow.

DEPARTMENT OF GREEK.

The aim of the Greek course in the college department is threefold: Training in the structure of a logical and delicate language; a critical knowledge of the masterpieces of ancient poetry, history, oratory, and philosophy, and a familiar acquaintance with the history of the early republics in their politics, social life, and art.

The work of the freshman year is upon Homer and the Greek historians. In this year especial emphasis is placed upon the study of Greek as language, including the critical study of moods and tenses, the history of the Greek language, the use of the particles, and an introduction to comparative philology. Greek prose composition and sight reading are continued through the year. In history especial attention is given to the wars with Persia and to the politics of the Age of Pericles. On the literary side a study is made of the development of the historical style and of the Homeric problem.

The work of the sophomore year is chiefly literary and historical. The study of Plato involves a history of Greek philosophy; especial attention is given to the logical development of thought in the work in hand.

In Demosthenes, beside thorough drill in vigorous translation, classes make a careful study of the conditions that develop oratory, and make analyses of all orations read and of the finest passages in each oration. Parallel with the translation is a course in Athenian politics, with particular reference to the problems of popular government, and a study of the Athenian military, financial, and legal systems. A very minute study is made of the conflict between Athens and Philip.

The work in the Greek drama, in junior year, is chiefly literary, but involves also the history of social life in Athens in the Age of Pericles and of the best period of Athenian art.

A prominent feature of the whole course is original investigation. At the beginning of the term each student selects a special topic for his private study; he enters in a notebook all matter bearing upon his topic, and occasionally submits it for examination; at the close of the term he presents a thesis giving a summary of his results. The following are among the topics studied the present year: In Demosthenes, the structure of the oratorical period; use of rhetorical questions; political maxims; epithets, metaphors, and metaphorical language; rhetorical contrasts.

In Herodotus, ionic verb forms; use of particles; force of the perfect tense; use of the two negatives; structure of the longer sentences.

DEPARTMENT OF MATHEMATICS.

The instruction in mathematics is by text-books and practical work in the field.

The instruction of the freshman year is devoted to geometry—the regular course including a large proportion of original work in demonstration of problems and propositions involving principles given in the text-book. During the spring term plane trigonometry is studied.

The work of sophomore year begins with spherical trigonometry in the fall term, and during the last part of the term a course in theoretical surveying is given. In the second term conic sections and analytics are studied; and the third term is devoted to practical problems in engineering, the principal feature of which is the training in the practical use of the instruments in the field. The

field work embraces the following subjects: Various methods of land and topographical surveying; geodetic and railroad surveying, including location of railroad lines from contour maps previously made by the class from their own level notes; calculation of grades and excavations, and the preparation of plans for the work. The course is planned to give a thorough course in the application of higher mathematics in practical work.

Astronomy is studied the third term of senior year. Theoretical and practical astronomy are taught from the text-book, supplemented by the use of globes, lantern slides, telescope, transit instrument, and sextant.

Each student observes the prominent physical features of the moon, sun, and planets, and makes observations with the instruments and calculates the results.

The special library of the department contains many valuable works of reference upon engineering and astronomical topics, and copies of maps, profiles, contour maps, and working plans of every description used in engineering work.

The department of applied mathematics is supplied with a very complete set of instruments for practical use in land surveying, road grading, running lines, topographic surveying, and astronomical work. The list consists, in part, of the following: Gurley's engineer's transit, Verier's transit, (3) surveyor's compasses, English theodolite, Gurley's plane table, 20-inch Wye level, drainage level, Philadelphia rod, English self-reading rod, nautical sextant, protractors, trammel, surveyor's cross, aneroid barometer, 18-inch globe, cases of drafting instruments, astronomical telescope of 4½-inch aperture, etc.

DEPARTMENT OF MODERN LANGUAGES.

The chief aim of the instruction in this department is to prepare students to read at sight works of ordinary difficulty in French and German, and to give a wide view of the literature of those two languages. To secure both facility and accuracy some books are read rapidly in connection with the slow, careful, and very thorough reading of others.

Students in the scientific course study French throughout the entire freshman and first of the sophomore years. Four or five hours a week are devoted to this subject. During the last term of this course lectures will be given on the best French authors and their works, upon which students are examined in writing. Reading at sight is taken up as early as practicable and continued in connection with the other work throughout the course.

German is studied by both sections of the class during the greater part of the junior and first of the senior years. While the student is made acquainted with the indispensable rules and grammatical difficulties, the work of the year consists mainly of the reading of selections from the best German authors.

Classes for the sight reading of current German literature and for practice in conversation will be formed from time to time.

The course in modern languages during the present year is substantially as follows:

German.—Goëthe's Egmont and Hermann and Dorothea; Lessing's Nathan der Weise; Schiller's Wilhelm Tell; Fouque's Undine; the recitation of poems from Heine, Schiller, and Goëthe; prose composition.

French.—Keebel's French Grammar; Le Misanthrope; Le Cid; Athalie; L'Abbe Constantin; selections from Guizot, Victor Hugo, Daudet, and Dumas; translation and recitation of poems; prose composition.

BIOLOGICAL AND GEOLOGICAL LABORATORIES AND CABINETS.

The laboratory of biology has been newly equipped with tables for individual student use, each table being provided with a microscope, reagents, and all necessary apparatus. The large biological library, containing the more valuable text-books on this subject, Government reports, and sets of scientific journals, is at

hand for reference. Ample space is provided for aquaria and working material, the latter being abundantly furnished for the use of all students. Instruction in the biological sciences consists of a carefully outlined course in laboratory practice by the study of series of typical forms, accompanied by lectures and reference to the literature of the subject.

In the department of mineralogy and geology a laboratory of 12 tables has been added during the past year, and a thorough course in blow-pipe analysis is given to the scientific students of the sophomore class, with lectures and such other facilities as are provided by our large and valuable collection of minerals.

The classes in chemistry and physics visit various industrial establishments in this city where the various practical problems in chemistry, photography, electricity, and applied mechanics are practically studied. In this way it is endeavored to supply every possible adjunct to a thorough education in science.

DEPARTMENT OF RHETORIC.

Drill in English composition and declamation continues throughout the entire course. In the preparatory department there are 4 rhetorical classes corresponding to the four years of the course. The work is progressive. In the earlier part, the delivery of selections committed to memory alternates with the reading of original essays. As students advance, a larger proportion of original composition is required. Attention is paid to the use of words and to the rhetorical structure of sentences, and suggestions are made as to the analysis of subjects. It is the design to make these exercises so frequent that students will acquire a good degree of self-possession in the presence of an audience.

Students in college courses form the "A" rhetorical class. The work is entirely original, and all parts are delivered in public to the whole body of students together with the faculty. This practical work is supplemental to a thorough course in theoretical rhetoric extending throughout the preparatory course, in which the analysis of words and sentences, together with the study of literature, gives a broad basis for the study of the philosophy of style in the more advanced work of the college.

DEPARTMENT OF PHILOSOPHY.

Work in this department is designed to complete the work of the preceding years. After the survey of nature in the sciences we approach the study of man, who is at the head of creation; after the training in language and mathematics, and an investigation of the relations of men to one another as seen in history, the attention is directed to the analysis of the mental powers and to the questions bearing on man's place in the universe. In psychology the intellectual powers are analyzed, and the phenomena there observed are connected with physiology on the one side and with man's spiritual nature on the other.

In logic the laws of thinking are discussed, and in ethics all the moral relations of man are considered, and the whole subject of theoretical and practical morality is investigated and set forth.

DEPARTMENT OF ART.

The appliances for instruction in art in the way of models, casts, etc., are ample and of the most approved kinds. The methods are modern—after the methods of the best art schools. The aim is not to produce in pupils mere copyists, but to develop the individual skill and taste of each. All students in the art department are expected to join the sketch class and the class in art history, for which no extra charge is made. Those wishing to join the class in painting must first pass an examination in drawing, if not regularly promoted.

DEPARTMENT OF MUSIC.

This department is organized as the "Missouri Conservatory of Music," with piano, organ, and theoretical departments.

The course of study in pianoforte is divided into seven grades, and each grade, except the first and second, into three divisions.

The utmost thoroughness is required from every pupil, whether beginning or advanced, many pupils being found deficient in the very first principles of playing.

Special attention is given to the following points: A good position of the hands at the piano, a perfectly legato touch, a good staccato, good wrist and forearm action, a true and exact sense of rhythm, a comprehension of phrasing, the habit of carefully noting all dynamic signs, fingering, and a thoroughly good conception of whatever music is performed.

The course of study in organ is equally as thorough and complete as in piano, special attention being given to registration and pedaling. It is not best to begin the study of the organ until the third grade in piano playing has been completed.

The course of study required in harmony is the completion of Emery's Elements of Harmony, with the ability to harmonize correctly a choral in 4 parts. Instruction is also given in single and double counterpoint, canon, fugue, and composition.

In theory classes, the history of music will be studied, especially the development of piano music, the analysis of musical form, with copious examples from the best composers, and other studies necessary for a well-trained pianist. The course of study is limited to 4 terms. No degrees are conferred.

For some years the college and preparatory school have been doing rather more than the amount required by the catalogue, and the changes made last spring were to record the work actually done rather than to materially add to the amount already required.

Among the other departments not so well organized might be mentioned—

(1) *A course in Biblical study*, occupying one recitation a week through the course. The literary and historical features of the Bible are made prominent, and the important place which the Old and New Testament records occupy in the development of society is duly emphasized. The course is completed by a study of the arguments for the existence of God and of the evidences of Christianity.

(2) *English literature.*—This study occupies the sophomore, junior, and senior classes one hour a week. The sophomore class studies Chaucer, Spenser, and Shakespeare; the junior class, the masterpieces from Bacon to Wadsworth; the senior class, nineteenth century literature. Such collateral study is done along with the study of masterpieces as is necessary to give the student some idea of the development of English literature. But the controlling purpose is to cultivate such a taste for the best literature as shall be a perpetual education.

(3) *Physics.*—The instruction in physics is given by lectures, recitations, and by experiments in the laboratory. Sound, light, heat, electricity, and magnetism are treated as forms of energy. Meteorology is taught in connection with other atmospheric phenomena. It is the aim of the course to demonstrate by experiment and by mathematical theory the laws of the physical world.

Library. Stone Chapel.

DRURY COLLEGE SPRINGFIELD.

(4) *History and political science.*—The course in history and political science is to a great extent topical. Original and independent work is secured by assigning subjects for special investigation to individual students.

OCCUPATIONS OF GRADUATES.

Thus far 14 classes have been graduated from the college proper, with a total number of 78. Of these, 45 were men and 33 were women. Of this number there are actively engaged as teachers 16; ministers, 13; foreign missionaries, 4;* lawyers, 9; bankers, 2; stenographers, 2; merchants, 4; physicians, 1; pursuing graduate studies at Harvard, Yale, and the various theological seminaries, 9.

FINANCIAL STRUGGLES.

The college has experienced some severe financial crises. The debts of several years seemed about to engulf the institution in 1877–78, when President Morrison reached, by a circular sent at random through the mail, a gentleman in Malden, Mass., whose interest in the college became most marked. This gentleman, the Rev. W. H. Wilcox, D. D., LL. D., was then the chief executor of a large estate. Through his influence $50,000 was offered to this institution on condition that it be free from debt by a certain date. The total debt to be raised was about $30,000, but through the untiring efforts of President Morrison the debt was paid and the college received $50,000 as an endowment.

STONE CHAPEL AND ITS INFLUENCE ON THE DEBT.

Not long after it was thought that the time had come to build a chapel which would furnish desirable rooms for music and also serve for our commencement gatherings. The Stone estate, which had been so generous in giving the college $50,000, offered $25,000 for a chapel. Stone Chapel was at once erected. The building cost more than was originally intended. The location of it necessitated the buying of some land adjacent, so that its completion left the college somewhat in debt.

BURNING AND REBUILDING OF STONE CHAPEL.

In the fall of 1882, after the building had been used but a few weeks, it was burned to the ground and, having been insured for only half its value, the loss to the college was over $20,000. Considering the debt already on the college this calamity fell doubly hard. It was thought wise, however, to rebuild, and the present elegant structure was soon after erected upon the spot where the former chapel

* One missionary, to Turkey, deceased.

had stood. The building is regarded as one of the finest in the Southwest. The auditorium seats about 1,300 people comfortably. The lower part of the building is divided into recitation rooms, and in them most of the classes recite at present.

COLLEGE DEBT.

The rebuilding of Stone Chapel added much to the college debt, and this debt has for years been a great burden for the college to carry.

During the past two years the liabilities have been reduced from about $60,000 to $42,000, and when this difficulty is entirely removed a debt in connection with this college will be studiously avoided.

OTHER BUILDINGS ON THE CAMPUS.

Dormitories.—Two wooden buildings stand to the east of Stone Chapel, and are occupied by young men as dormitories. In connection with these buildings are boarding clubs for young men.

Library.—The library contains 20,000 volumes. There are in addition over 20,000 unbound pamphlets. In connection with the library is a reading room, in which are found the leading periodicals of the day. While many books of the library have been received as contributions, yet there are departments in which the library is of great value. When the late Dr. C. L. Goodell, of St. Louis, died, Mrs. Goodell gave to the library here his entire collection of books, numbering about 2,500 volumes of choice literature. The name of Dr. Goodell has been referred to twice in this article. No man did more than he to sustain President Morrison through many years of arduous toil, and when he died, a few years since, his church at St. Louis determined to perpetuate his name in connection with the college he had so loved. It therefore raised among its members $25,000, and presented it to the college as an endowment for the chair of Greek.

Museum.—Facing another street, back of the library building, is the museum, a brick structure about the same in appearance as the library building. The college possesses very valuable collections in mineralogy, geology, and natural history, scientifically arranged by Professor Shepard. A rare collection of Lake Superior minerals (various forms and ores of copper, silver, gold, iron, etc.) of great worth, made by the late Dr. T. U. Flanner, surgeon of the Quincy mine, has been placed on permanent exhibition in the college museum.

COLLEGE CAMPUS.

Drury College occupies a campus of about 40 acres in a solid block. This block of ground is getting to be in a thickly settled portion of the city, although when the college was located here it was practically in the country. The grounds slope to the east and south, and are mostly covered with a beautiful grove of the native black oak. The

grounds occupied by the college are of great value, but are in large part deeded to the college in such a way as to require its permanent location on the grounds now occupied by it.

VALUE OF BUILDINGS.

The buildings are probably of about the following values:

Stone Chapel	$45,000
Fairbanks Hall	30,000
Library	5,000
Museum	5,000
Spencer cottage	1,500
"Old Dormitory"	2,500
Professor's residence	2,000
Total	91,000

ENDOWMENTS.

In productive endowments there are—

Stone professorship of mental and moral philosophy	$25,000
Goodell memorial professorship of Greek	25,000
Nickerson professorship of history	5,000
Funds not assigned to any chair	18,000
Total	73,000

This includes a small library fund and several scholarships which yield a small annual income.

RUNNING EXPENSES.

The expenses of the college, increased largely by reason of the interest on the debt, are such as to cause an annual deficit of about $7,000. This amount is generously contributed by friends interested in the work. The trustees are making every effort to remove the debt and so increase the endowment as to make the college self-sustaining.

SPRINGFIELD.

Springfield is situated 240 miles southwest of St. Louis, on the St. Louis and San Francisco Railway. Several railways center here. Springfield is at the top of the Ozark Mountains, 1,356 feet above sea level. It is a city of 28,000 people and covers a large tract of land, so that it has broad streets and spacious lawns. The population is made up from all sections of the country. Many from the North and East have settled here within the past five years. The climate is regarded as healthful. The water supply is abundant and excellent.

THE PATRONAGE OF THE COLLEGE.

The local patronage for the college has always been large. Of the 78 graduates, 20 were residents of Springfield. The patronage of the

college, however, is by no means limited to this county or even State. Of the remaining 58 graduates, 3 are from Texas, 2 from Illinois, 2 from the Indian Territory; 1 each from Massachusetts, Louisiana, New Hampshire, Arkansas, Tennessee, Michigan, Kansas. In other words, 10 States have sent students here for a college course. These are not accidents. Were there added to this list those who have been sent here for one or more years the list would include nearly every State and Territory in the Union. In one year there were enrolled students from 23 counties in Missouri, and from 13 other States. The catalogue of the year 1888-89 enrolls 283 students. Of these 140 are from Springfield and Greene County. Twenty-five counties of Missouri and 11 States and 1 Territory are represented by the rest of the students.

REASONS FOR ITS WIDE PATRONAGE.

To claim that the college is so widely known because of its work alone is unfair. To say that such students come here because they are unable to get equal advantages at home is manifestly untrue. Several things have given the college these advantages, namely:

(1) The superior climate.

(2) The attention it has received through the wide acquaintance of the newer population of Springfield.

(3) The fact that as a college in the Southwest it is unique—a New England college on new soil.

(4) It has satisfied both North and South in being patriotic rather than sectional.

(5) It is unquestionably true that it is the only institution for hundreds of miles southwest of St. Louis that has a high standard of scholarship, and that seeks to be a true college.

(6) Then, too, its location at the gate of the great Southwest has struck many prominent men as being a guaranty that ultimately here will be a great college.

THE OPINION OF SOME REPRESENTATIVE MEN ON THE LOCATION.

Hon. Henry W. Blair writes, March 7, 1877:

I consider Springfield, Mo., to be one of the most important strategic positions with reference to the educational development of the country that can be occupied.

The Rev. A. D. Mayo, D. D., writes, in a letter to President Morrison, June 30, 1886:

The wisdom of planting Drury College there (in Springfield) has become more and more apparent to me with every week's journeying throughout this portion of the State. With no disposition to exaggerate your importance, or to do injustice to other schools, I can honestly say that I have nowhere found more thorough and satisfactory work in the class room, combined with a more catholic spirit and broader views, than at Drury College. I can only admire the fidelity and devotion with which you and your able corps of teachers are working, at great sacrifice of

personal reward, building up this excellent school on the broad basis of the Christian type of the new education, which is now the sovereign need of our American culture.

The Rev. G. H. Gould, Worcester, Mass., writes, November 8, 1875:

A three days' inside view of Drury College this present academic season on its commencement week convinced me that it occupies one of the most important strategical centers educationally in the whole West. It commands the natural gateway to that vast valley of empire which stretches west and south from the Mississippi and Missouri to the Pacific and the Gulf. Over all this area, which now contains 3,000,000 of souls, but at no distant day is to hold a population countless almost as the sands on the seashore, Drury College is the only institution of higher learning after the New England type maintaining successful existence.

STUDENTS IN REGULAR COURSES.

The college has made improvement in the last five years in no way probably so much as in the proportion of its students who are pursuing regular courses of study. The catalogue of 1888–89 registers but 38 out of 283 who are not in regular courses.

HOW FAR CONGREGATIONAL.

Drury College was organized under the auspices of the Congregational Church, and yet no church has any control over its management or its affairs. It was the purpose to avoid all sectarian doctrines, and no officer of the college is expected to influence the student in any way as to particular church connections or views. It was not necessary that the president even be a member of the Congregational Church until the chair was endowed with that as a "condition." The faculty has generally several denominations represented in its membership. At the present time the Presbyterians nearly equal in number the Congregationalists on the faculty.

Among the students the Presbyterians fully equal in number the Congregationalists, and the Methodists and Cumberland Presbyterians are numerous. Almost all the churches have representatives here, not excepting the Catholic and the Jewish. Members of the Romanist and Jewish faith are not required to pursue work in the study of the Bible if they prefer to be excused. Students are allowed to attend worship at the church of their choice. The college has always been regarded as strongly religious and many of its students have done excellent service for Christ. The college has received a large sum of money during its existence, and probably the greater portion of it came from Congregationalists; but people belonging to other churches have contributed liberally, notably members of the Presbyterian Church. It is doubtful, however, if much further help can be expected outside of the Congregational churches. The other denominations are already becoming interested in building up schools which shall be more directly under their supervision, so it appears

now as if in the future, more than in the past, Drury College will have to look to a particular church for its financial support.

RETAINS ITS TEACHERS.

Drury College has one other peculiarity which distinguishes it from many colleges. While its salaries have never been large, the purpose has been to hold its teachers as long as possible. Few colleges, started as this one was, can show an equal average time for its instructors. President Morrison remained from its organization up to January, 1888, and of the teachers secured early in the college history, several have remained four or five years—one ten years, another eleven years, another fourteen years; and of the present faculty, one completes his eighth year in June, while two others then complete their eleventh year.

CHANGE IN PRESIDENCY.

On the retirement of President Morrison January 1, 1888, the Rev. Francis T. Ingalls, D. D., of Emporia, Kans., was called to the presidency. Dr. Ingalls entered at once upon his duties and is now the beloved and respected head of the institution.

PRESENT FACULTY.

The faculty as at present constituted is:

Francis T. Ingalls, D. D., president, professor of mental and moral philosophy on the Valeria G. Stone foundation.

Miss Caroline W. Daniels, M. S., principal of the ladies' department and instructor in English literature.

Edward M. Shepard, A. M., professor of biology and geology and instructor in chemistry.

Frederic A. Hall, A. M., principal of the preparatory department and teacher of senior Latin and Greek.

Charles D. Adams, A. M., professor of the Greek language and literature on the Goodell memorial foundation.

Arthur P. Hall, A. M., Ph. D., professor of the Latin language and literature.

William A. Chalfant, professor of the piano and organ in the conservatory of music.

Arthur F. Amadon, A. M., professor of mathematics and physics.

Charles R. Jacob, A. B., professor of history and modern languages.

Miss Kate O'Donald, teacher of English language and literature in the preparatory department.

Elmer T. Blake, A. B., teacher of mathematics in the preparatory department.

*——— ———, instructor in drawing and painting.

*——— ———, instructor in vocal music.

Charles D. Adams, A. M., librarian.

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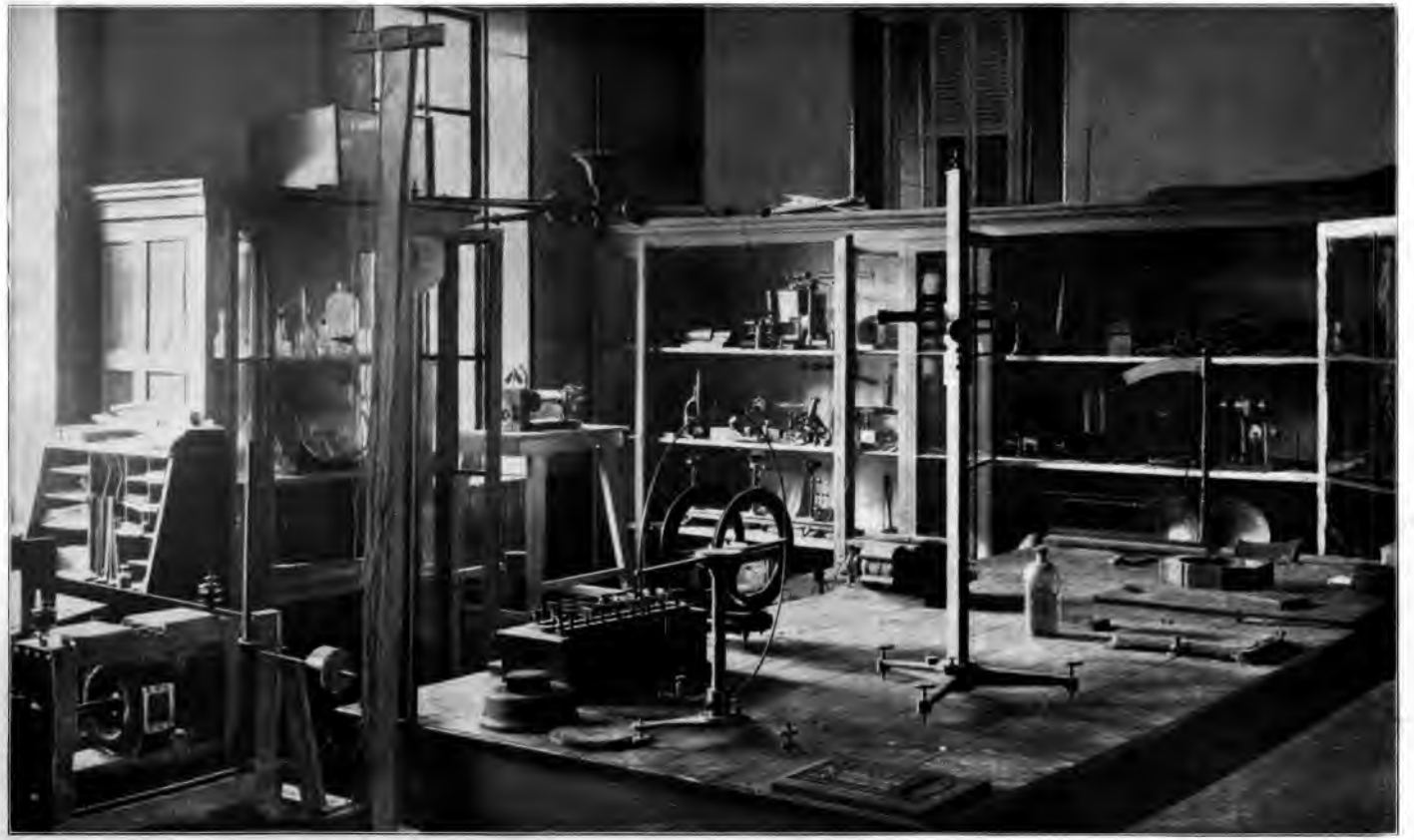
*To be supplied.



APPARATUS ROOM, WASHINGTON UNIVERSITY

Chapter VI.

WASHINGTON UNIVERSITY,

ST. LOUIS, MO.

By MARSHALL S. SNOW.

THE CHARTER AND CONSTITUTION.

On the 22d of February, in the year 1853, at the instance of Wayman Crow, esq., a member of the State senate, the legislature of Missouri granted a charter to an educational institution to be located in the city of St. Louis and to bear the name of Eliot Institute, in honor of the Rev. William G. Eliot, of that city.

This charter was a most liberal one. By its terms all property which the institute might at any time hold was to be forever exempt from taxation. The charter was to be perpetual, and no limitations of any sort were imposed excepting those which forbade any sectarian or partisan instruction.

The first meeting of the directors named in the charter of incorporation was held on the 22d of February, 1854. In deference to the wishes of the Rev. Dr. Eliot the name of the institute was changed. It had happened that the charter was granted on the 22d of February, the birthday of George Washington; the meeting of the board of directors for organization had come upon this same anniversary. So the change was made from Eliot to Washington Institute, which soon became Washington University, as the breadth of the foundation upon which these friends of education sought to build became more apparent.

It was determined from the very start that the new institution should be free from any sectarian or party spirit.

By the eighth article of the constitution, "no instruction either sectarian in religion or partisan in politics shall be allowed in any department of the university, and no sectarian or partisan test shall be used in the election of professors, teachers, or other officers of the university for any purpose whatsoever. This article shall be understood as the fundamental condition on which all endowments, of whatsoever kind, are received." The constitution also declares the articles now quoted "not subject to alteration at any time;" but to

guard against all encroachments in this important particular the directors have obtained from the general assembly an amendment to the charter by which said article is incorporated in the same, and thereby placed beyond the power of any future board of directors. The act of amendment, approved February 12, 1857, declares:

SEC. 2. No instruction either sectarian in religion or partisan in politics shall be allowed in any department of said university, and no sectarian or party test shall be allowed in the election of professors, teachers, or other officers of said university, or in the admission of scholars thereto, or for any purpose whatever.

SEC. 3. It shall be the duty of the board of directors of said university, upon being informed of any violation of the second section of this act, forthwith to institute an inquiry into the charge or charges that may be preferred in respect thereof by any credible person in writing against any officer of said university, and if it shall appear that any officer of said university has violated the second section of this act the board of directors shall forthwith remove any such person so offending from any office which he may then fill in any department of said university, and such person so removed shall be forever thereafter ineligible to any office in said university.

SEC. 4. In case the board of directors, upon being notified in writing by any credible person of a violation of the second section of this act, shall refuse or neglect to investigate the charges thereupon preferred against any officer of said university, it shall be competent for the St. Louis circuit court or the St. Louis court of common pleas to compel the board of directors, by mandamus, to perform their duty in investigating such charge and to show their performance of such duty to the satisfaction of the court having cognizance of the matter, and all proceedings under this section shall be summary and conducted to a conclusion with as little delay as possible; and the power hereby given to said courts may be exercised by the judge of either of said tribunals in vacation.

The letter and the spirit of these articles have been strictly observed by all who have had any share in the government of the university.

Another provision in the charter, of great importance to the financial interests of the institution, was that already alluded to which forever exempts from State, county, or city taxation all property owned by the university of any sort whatever, the income of which is used for educational purposes. This provision has been placed beyond any discussion or denial by a decision of the Supreme Court of the United States confirming to the university this great privilege.

THE FIRST BOARD OF DIRECTORS.

This board was composed of the following well-known and influential citizens of St. Louis thirty-five years ago: Christopher Rhodes, Samuel Treat, John M. Krum, John Cavender, George Partridge, Phocion R. McCreery, John How, William Glasgow, jr., George Pegram, Nathaniel J. Eaton, James Smith, Seth A. Ranlett, Mann Butler, William G. Eliot, Hudson E. Bridge, Samuel Russell, and Wayman Crow. Of these only two are now living—Hon. Samuel Treat, who resigned his seat on the board a few years ago, feeling unable, on account of age and increasing infirmities, to do longer service, and William Glasgow, jr., who resigned more than twenty

years ago. Several of the members of this first board of directors served the university most faithfully as long as they lived, and were at the same time among its most liberal benefactors.

At the meeting for organization February 22, 1854, the following were chosen officers of the board: William G. Eliot, president; Wayman Crow, vice-president; Seth A. Ranlett, secretary; John Cavender, treasurer. Six years later Mr. Cavender resigned and Mr. Ranlett was both secretary and treasurer from that time until his death in 1881.

At this meeting, too, came the first contributions in land and money to the endowment of the new institution, amounting in all to $80,000. The first building of the university, the south wing of the present structure on the corner of Washington avenue and Seventeenth street, had not then been commenced.

The First School.

The first school, from which grew the many branches of the present university, was in operation a year before the charter was obtained. It consisted of about 30 boys under the direction of Nathan D. Tirrell. In the winter of 1854–55 the first work really done under the charter of 1853 was the opening of an evening school for boys in an old building on Sixth street. This school was called the O'Fallon Polytechnic Institute in honor of Col. John O'Fallon, for years one of the university directors, and was in charge of Messrs. Jeremiah D. Low and Nathan D. Tirrell. Both of these gentlemen had been successful teachers in the public schools of the city, and under their care and through the influence of their personal character a tone of faithful and earnest work was established from the very beginning. This evening school and the day school were carried on together by the same teachers until, in September, 1856, the new building on Seventeenth street was completed and occupied by the latter. The evening school was sustained for several years by the university, and at length, by a special arrangement, the entire burden of this school was assumed by the public school board. During the first year in the new building 108 students were enrolled. This school, the forerunner of the present Smith Academy, a secondary school of the university, was the real beginning of Washington University.

The Formal Inauguration of the University.

This took place on the 23d of April, 1857. The leading feature of the day's exercises was an oration by the Hon. Edward Everett, upon academic education, delivered in Mercantile Library Hall to a large and enthusiastic audience. Addresses were also delivered by Dr. Eliot, president of the board of directors, James D. Low, principal of the academy, Hon. John How, Hon. Samuel Treat, and Reverend Dr. Post. A little later in the year a building was erected for the

chemical laboratory, and Dr. Abram Litton was made professor of chemistry, which chair he still holds.

The chair of mechanics and engineering was filled by the appointment of Prof. J. J. Reynolds, afterwards an officer of distinction in the Federal Army during the civil war, and now brevet major-general, United States Army.

In 1858 work was begun upon a building on the corner of Seventh and Chestnut streets for the use of the O'Fallon Polytechnic Institute, which it was the purpose of the board to make the scientific department of the university. The land for this building was given by the Hon. John How. The progress of this enterprise was slow and difficult and much delayed by the outbreak of the war, so that nine years elapsed before the building was finished. Its cost was more than $350,000; but this splendid building was soon found to be entirely unsuited to the needs of the university work. The situation was not at all convenient, the internal arrangement was bad, and its possession was a burden to the university. During the summer of 1868 a proposition was made by the public school board for the purchase of this building, and the sale was made, the school board agreeing, as one of the terms of the purchase, to maintain according to the original intention the polytechnic evening schools. This building, commonly called the Polytechnic Building, is now used by the public library, the branch high school, and the offices of the board of public schools.

Soon after the formal inauguration of the university in 1857 the college was organized, and the first college class was graduated in 1862. A portion of the main building on Washington avenue and Seventeenth street, of which the academy building formed the south wing, was erected in 1858 and used for college classes. By the plan of organization of the university all internal affairs in all departments were to be under the general supervision of a chancellor, the devising ways and means and the care of the finances being in the hands of the president and board of directors.

Joseph Gibson Hoyt, then occupying the chair of mathematics in Phillips Academy, Exeter, N. H., was elected to the high position of chancellor of the university December 17, 1858, and assumed the duties of the office in February, 1859. Chancellor Hoyt was then in the forty-fifth year of his age. From his youth he had shown himself a person of great versatility and ability. Fitting at Hopkinton, N. H., and at Andover, Mass., teaching also during a portion of the time, he entered Yale College in 1836. His college course was marked by "superior scholarship, independence of character, and originality of thought and expression." Graduating with high rank, he taught a year at Plymouth, N. H., and then accepted a chair in the academy at Exeter, N. H., where he remained nearly eighteen years, and where his name is now held in high honor by all who remember his rare qualities as a man, as well as his high ability in his chosen profession.

Fortunate indeed was the choice which placed in his hands the guidance of the young and unformed university. "His native judgment, strengthened by long experience in practical instruction and his wide range of study, peculiarly fitted him to coordinate departments into their due relations and to mature a system of university education adapted to the conditions of Western life, and his high administrative abilities enabled him to carry into successful execution the plans which his sagacity had originated."

In May of the first year of Chancellor Hoyt's administration was established a school for girls, called Mary Institute, which was opened the following September under the principalship of Prof. Edwin D. Sanborn, formerly of Dartmouth College. On the 9th of March, 1860, the law department was established under the name of the St. Louis Law School. The outbreak of war, however, in 1861, delayed the opening of this department, and it was not until 1867 that its organization was complete and its first classes taught.

On commencement day in June, 1862, the first college degrees were conferred by Chancellor Hoyt, who was even then struggling with the disease which ended his useful life on the 26th of November of the same year. The death of Chancellor Hoyt was nothing less than a calamity to the young institution, which seemed hardly able to survive the trials and hardships into which the State of Missouri and all her institutions were plunged during this early period of the civil war. The number of students was greatly reduced; fewer instructors could be employed; the various departments were with great difficulty maintained. But the end of the war brought increase of population and renewed prosperity to St. Louis, and fresh vigor was infused into the life of Washington University.

In the meantime William Chauvenet, professor of mathematics, was chosen to succeed Chancellor Hoyt, and was formally inaugurated in June, 1863. Chancellor Chauvenet was a man of the highest character, of broad culture, and of wide reputation as a mathematical teacher and writer, and the university seemed destined to rapid progress under his able management. Failing health, however, frustrated all the hopes of his administration, and its last years were, on his part, only a struggle for life. This struggle ended in December, 1870, and his death was mourned on two continents as a loss to science and to the cause of education. Rev. William G. Eliot, D. D., the president of the board of directors, was at once made acting chancellor, and in February, 1872, was inaugurated chancellor.

In the meantime the university had been broadening its courses of study and adding to its departments. On the 16th of October, 1867, the law school department of the university, known as "The St. Louis Law School," established in 1860, was formally opened to students.

February 22, 1868, the fifteenth anniversary of the granting of

the charter, the sum of $25,000 was given to the university as a part of its permanent endowment by four brothers, Messrs. John P., William B., M. Dwight, and Thomas F. Collier. The disposition of the income was left to the directors, subject only to the request "that until the board of directors shall officially determine a different employment of it to be required for the well-being of the institution, it shall be applied to the university professorship of Greek, in grateful recognition by his former pupils of the fidelity, learning, and ability with which the present incumbent of that chair has for years past discharged its duties." The incumbent of the professorship referred to was Prof. Sylvester Waterhouse, who still occupies the chair of Greek.

In 1869 courses of study leading to professional degrees were adopted in civil and mechanical engineering and in chemistry. In 1870 a fourth year was added to these courses; in 1871 a course was opened in mining and metallurgy, and in June of the same year the first professional scientific degrees were conferred, viz, five degrees in civil engineering.

The year 1870–71 was one of large additions to the material resources of the university. The capacity of the building on Washington avenue was more than doubled by an extension toward the west and a new roof with an additional story. More than $250,000 were given for buildings, apparatus, and endowments.

In 1878 increasing need of more room for Mary Institute, the school for girls, was met by the erection of a handsome and commodious building on the corner of Locust and Beaumont streets, at a cost of nearly $100,000. In 1879 the academy, the real beginning of the university, was removed from the wing of the main university building to new quarters two squares farther west. This change was made possible by the generosity of James and Persis Smith, in recognition of which this department of the university has since been known as Smith Academy.

During the year 1879–80 was erected, by gift of the Hon. Wayman Crow, a beautiful building for a museum of fine arts, containing also a fine hall for lectures and public exercises, at a cost of $135,000, on the corner of Lucas place and Nineteenth street.

Still another department was established in 1880, the manual training school, and a building erected for its uses at the corner of Washington avenue and Eighteenth street. The ordinance establishing this school was adopted June 6, 1879. In this school instruction is given in mathematics, drawing, the English branches usually taught in the high schools, and in the use of tools for working in wood and iron. Those who choose may also pursue such a course as will qualify them for admission to the Polytechnic School. Edwin Harrison, esq., one of the university directors, gave the building, and Messrs. Samuel Cupples and Gottlieb Conzelman, with some contributions from public-spirited citizens, the endowment fund and the furnishing of the shops

and study rooms. The original building soon became inadequate to the needs of the school, and in 1882, chiefly through the liberality of Messrs. Ralph Sellew and G. Conzelman a large addition was made, thus doubling its capacity.

In June, 1885, Mr. Henry Shaw, of St. Louis, authorized the chancellor of the university to place before the board of directors a plan of action for the establishment of a school of botany, as follows:

That he proposed, with the concurrence of the directors, to endow a school of botany as a department of Washington University, by donation of improved real estate, yielding over $5,000 revenue, and to place it in such relation with the largely endowed Missouri Botanical Garden and Arboretum as would practically secure their best uses for scientific study and investigation to the professor and students of the said school of botany in all time to come.

At the meeting of the board of directors held June 8, 1885, the following resolutions were therefore offered in grateful acceptance of Mr. Shaw's proposal:

1. That a school of botany be established as a special department of Washington University, to be known as the Henry Shaw School of Botany.
2. That a professorship of botany be therein established, to be known as the Engelmann professorship.
3. That Prof. William Trelease, of the University of Wisconsin, be invited to fill the same; his duties to begin at the commencement of the next academic year, September 17.
4. That said school of botany be placed under the special care and direction of an advisory committee, to consist of five members, of whom two shall be members of this board, and two shall be selected outside of the board, the chancellor of the university being a member ex officio.

This report was accepted and the resolutions unanimously adopted. The record of such action was then submitted to Mr. Shaw and approved by him.

Such is, very briefly stated, the history of the origin and growth of the several schools which have been organized under the broad and liberal charter of Washington University. Of those departments which may properly be called secondary or fitting schools the scope of this paper does not allow any extended mention. It is enough to say that Smith Academy offers courses of study and such thoroughness of instruction as enable its pupils to fit successfully for any American college or polytechnic school; that the manual training school is able to train its boys to a good knowledge of the use of tools and to fit them for the polytechnic school of the university, and by its somewhat novel features to commend itself as an important addition to the variety of instruction now at the command of the boy who is willing to work; and that Mary Institute affords opportunities unequaled in the West for general culture and for preparation for college, if such a course is desired.

The principal or director of each of these schools is held responsible for its success and is given the authority and independence which

should always go with such responsibility. Behind them all is the support of the university, moral and financial. The connection is close enough to be of service; the independence sufficient to give room for individual energy and activity.

ORGANIZATION OF THE UNIVERSITY.

The general interests of the university are in the hands of the board of directors. They find the necessary means for carrying on the work of the various departments, determine all questions concerning the disposition and management of the general funds and endowments, fix rates of tuition and salaries, and confirm or reject all nominations to fill vacancies in the various faculties or corps of instructors. The president of the board is the head of the university in matters of finance and business. The board fills its own vacancies. The chancellor, elected by the board of directors, is the educational head of the institution. The greater part of his time is given to the interests of the undergraduate department, but he is ex officio the head of every department.

The college and the polytechnic school, which together make up the undergraduate department, have each a dean as chief executive officer, next to the chancellor, as also has the law school. The school of botany and the school of fine arts are managed by directors.

The university, not to mention now the secondary schools, comprehends:

I. The Undergraduate Department, including the college and the polytechnic school, Washington avenue and Seventeenth street.

II. Henry Shaw School of Botany, 1724 Washington avenue.

III. St. Louis School of Fine Arts, Lucas place and Nineteenth street.

IV. St. Louis Law School, 1417 Lucas place.

These departments will be discussed briefly in the order mentioned above.

I. THE UNDERGRADUATE DEPARTMENT.

(1) THE COLLEGE.

The college was the first of the higher departments of the university to grow out of the germ of all—the academy. It was organized in 1859, and its single course of study led to the degree of bachelor of arts. This degree, as has previously been said, was first conferred in 1862 upon a class of 5 young men. The details of its management were then under the immediate supervision of the chancellor.

In 1871 a registrar was appointed to act as the representative of the chancellor in the management of the college, keep the records of scholarship, etc., and in 1877 the office of dean of the college faculty was created, which superseded that of registrar and somewhat broadened its duties.

In 1880 a course of study leading to the degree of bachelor of philosophy was offered to students of the college. This course was substantially the course in arts, with a substitution of physics and chemistry for the required Greek of the latter, and with a tendency toward scientific studies during the later years of the course.

For admission to these courses a high standard of requirement has always been maintained, as may be seen from the following statement copied from a published circular of information:

I. For the Course in Arts.

1. Elements of English.—Neat and readable handwriting, spelling, punctuation, use of capitals, proper construction of sentences, clearness and conciseness of expression.

2. Arithmetic, including the metric system of weights and measures.

3. Algebra, including equations of the second degree.

4. Elementary, plane, and solid geometry.—Wentworth's Geometry or its equivalent.

5. Latin.—Grammar, 4 books of Cæsar, 7 orations of Cicero, and 6 books of the Æneid of Virgil.

6. Greek.—Goodwin's Grammar and Reader; or grammar, 4 books of the Anabasis, and 3 books of the Iliad.

7. Modern language.—Either French or German, at the option of the candidate; such facility in reading prose and such knowledge of the grammar as can be acquired in one year of careful study in the preparatory school.

8. History.—Of the United States and of England, such as is found in any general history intended for the use of high schools; of Greece and Rome, such as is found in Pennell's or Smith's small histories.

II. For the Course in Philosophy.

The requirements for this course are the same as for the course in arts, except that in the place of Greek, the candidate is to be examined in elementary physics. The old-fashioned classification into seniors, juniors, sophomores, and freshmen is employed. Much of the work is required, but certain election of studies is possible, with the advice and consent of the faculty. The opportunities offered in the various branches of study will be made clear in the following quotations from a recent report of the dean. In referring to the two courses the numerals I and II are used, respectively, for the courses in arts and philosophy.

Latin.—The study of Latin is required in both courses during the freshman and sophomore years. Portions of Livy and the odes of Horace occupy the freshman year; Cicero and selections from Juvenal, Plautus, and Terence, the sophomore year, each class reciting four times a week. Latin may, however, be pursued as an elective study during the remaining years of the course, and for several years juniors and seniors have formed classes for more advanced work in that study.

Greek.—Greek is required in Course I during three terms, or until the middle of the sophomore year. It is then an elective study, but a large majority in every class continue the study of Greek until the end of the year, often taking the alternative study as an extra; and a portion of every junior and senior class has, of late years, taken Greek with much apparent interest and profit. The Greek historians, Homer, Sophocles, Æschylus, and the great prose writers, Isocrates and Demosthenes are studied during the years when this work is required, the course being varied somewhat year by year as may seem best.

Modern languages.—Sufficient knowledge of either German or French to read ordinary prose with the aid of a dictionary is required of all candidates for admission to the freshman class. Three exercises a week in French are given during

the freshman year to those who presented German for admission, and the same in German to those who were prepared in French. All take up German again at the beginning of the sophomore year and continue its study through the junior year, with three exercises a week. The reading of French authors is also continued with two recitations a week from the beginning of the sophomore year until the end of the course in connection with the work in history. Lectures on German and French literature are given during the second term of junior year, upon which students are examined in writing. The aim in the work in modern languages is (1) to enable students at graduation to read easily at sight any ordinary German or French work; (2) to instruct them in the history of the rise and development of the literature of those languages, and (3) to make easy the acquisition of a speaking knowledge of them if desired. We think it safe to say that in general the results are entirely satisfactory.

English.—Six lectures on the elements of ethics are given to the freshmen in the first term, of which they are required to make careful abstracts as a part of their work in English composition. During the remainder of the freshman year the class writes once in two weeks a composition on some subject suggested by a course of outline lectures on English literature. Writing compositions is a part of the required work of the first term sophomore year, and in the second term abstracts are required of lectures on French literature. These abstracts are criticised as exercises in English composition. This work is required of both college and polytechnic classes through the first two years of the course. The college juniors pursue the study of rhetoric and early English three times a week during the first term, and write during the year themes upon subjects assigned by the professor in charge. The senior class has three exercises a week in English literature throughout the year. Much of this work consists of studies of authors and preparing and reading before the class critiques upon such writers or periods as may be studied. This written work takes the place of the usual theme or forensic writing. The freshman and sophomore classes are required to take lessons in elocution weekly during the year. The exercise consists of declamation and reading from standard English authors.

History.—Some historical work is done by every class as a part of the required work of the year. A study of the Constitution of the United States is the work of the first term of the freshman year, preceded by a short course of lectures upon the circumstances attending its adoption. The second half of the year is devoted to the study of some period in the history of England. The sophomore year is given to the earlier history of France, with both English and French text-books and with lectures. The second term a careful study is made of that period of French history from the death of Louis XIV to the fall of Napoleon. Constant reference is made to original authorities so far as the means at hand will allow. Bryce's Holy Roman Empire is the book upon which the historical study of the first term junior year is based. Other books upon this subject, especially handbooks of German history, are constantly in use, and selections from Mme. De Staël's De l'Allemagne are read in the original twice a week. The second term is occupied with a course of sixteen lectures upon the literature of France, with frequent written examinations, followed by a course of ten lectures on Eastern Europe. The seniors study the first term the English constitution, and also, after the comparative method, the constitutions and governments of the chief nations of Europe. Twelve lectures on the elements of international law and a review of general European history follow. The work of this year is carried on with both recitations and lectures. The topical plan is used as much as possible in all the college work in history. The interest and profit of the historical work is much assisted by the constant use of photographic slides, of which there are now in use about 3,000, consisting of views of places of historical interest, and several hundred fine portraits of historical characters. These are used freely at all stages of

the historical work, and have been found of real and permanent value without in the least lowering the dignity of the work.

Philosophy.—Under this head may be included the required logic of the second term junior year and the required metaphysics and ethics of the first term senior year with recitations and lectures. The study of metaphysics is based upon the treatise of ex-President Noah Porter, but other writers are discussed and the modern philosophical systems explained. The instruction is in the form of lectures and recitations and discussions, in which all in the class participate. Ethics is taught in a course of about twenty lectures of which notes are taken and upon which written examinations are held. The interest in this work manifested by our seniors, year by year, is most gratifying.

Political economy, as a required study, is also taught, with four exercises a week the second term senior year. In this work a text-book is used for the sake of convenience, but all systems are fully and freely discussed upon their merits. Constant reference is made to the work of such writers as Rogers, Mill, Carey, Perry, Walker, and others of different shades of opinion in regard to the leading principles discussed. In short, the attempt is made to give a practical turn to this work, which will make it of real use to the students in after life, as well as a method of mental discipline while in college.

Physiology and anatomy.—A course of eighteen lectures is given to the senior class during the second term. Charts, the human skeleton, and subjects from the dissecting room are studied carefully, and a practical bearing given to the whole work. Written examinations are held several times during the course.

Mathematics.—Solid geometry, higher algebra, trigonometry and analytical geometry are required studies in both courses, covering two years' work. Integral and differential calculus and applied mechanics may be studied during the junior and senior years, and there are always some who go on with this work. In all the work in pure mathematics no distinction is made between the college and the polytechnic classes, both receiving their instruction from the same teachers and usually in the same classes. Mechanics is an elective study in both courses. Astronomy is required during the senior year, first term, in both courses. In this study the professor in charge makes use of the observatory of the university and of the astronomical instruments now available, and also, for purposes of illustration, of a complete set of photographic reproductions, some 300 in number, the property of a member of the faculty, to be used with the lantern, and made in London expressly for this purpose.

Physics.—The study of physics is required for one term only in course I, viz, the second term sophomore year; but the opportunity is given of carrying on this work as an elective study during the two remaining years of the course. Nearly all students take at least one term's work after that which is required is finished, and there are always some who go on farther still. In course II physics is a required study during the freshman year and the first term sophomore year, running parallel with the Greek in course I, for which it is a substitute. Its study may be continued, however, as an elective throughout the course.

Chemistry is required the first term junior year in course I and the whole of the sophomore year in course II. It may also be pursued as an elective after the required work is finished. As a matter of fact, seldom does any student who has had one term's work in theoretical chemistry fail to take, either as an elective or an extra study, at least one more term for laboratory practice.

Mineralogy and geology.—Lectures and recitations on this subject belong to the work of the second term junior year in course I and to the second term sophomore year in course II, these classes being united for this purpose with the sophomores of the polytechnic school. The large and valuable collections of the department of mining and metallurgy are at the disposal of the class in this work. An opportunity is also given for the study of botany and zoology to such as desire to pursue

these branches. Largely increased facilities for prosecution of these studies have resulted from the recent establishment of the Henry Shaw School of Botany.

Examinations.—Written examinations are held in all departments of study, usually as often as once a month, and written work is of almost daily occurrence. Examinations in writing are required upon all courses of lectures when this method of instruction is employed, at various stages of each course and at its completion. Thoroughness and quality, not quantity, are insisted upon by all the members of the corps of instruction as the essential things.

Summary.—A careful consideration of the above statement, which aims to tell not what it is desirable to do, but what is really done in the various directions of the work, will show how broad is the plan and how varied are the opportunities given to every student in the college. To sum up briefly:

1. He may study Latin, Greek, and mathematics—by many persons, even now, supposed to be the only branches studied in a college—throughout the required period, say two years, and then drop one or all of these and turn his attention to physics, chemistry, and other so-called practical studies, or to literary work.

2. He may continue his classical studies throughout the four years' course, taking mathematics or not, as he pleases, and continuing the study of French and German also through the senior year.

3. Whichever of the above courses he may choose to pursue, it will always include the study of modern languages, history, modern literature, and some work in physics, chemistry, mechanics, and astronomy.

4. He is able when graduated to read easily and with pleasure German and French; he has laid such a foundation in history, general literature, and the practical sciences, that he is prepared after graduation to select intelligently his future line of work or study, and to pursue it with a degree of satisfaction and a prospect of success which could hardly be possible without such preparation.

From the above statements it will appear that the faculty of the college regard the work of that department as necessarily preparatory in character; that the pursuit of certain studies is, in their judgment, essential in order that a young man may be truly liberally educated; that such studies are, nevertheless, not exclusive, and that a well-arranged curriculum will admit of a judicious choice of other studies within certain carefully defined limits; in short, that the work of the college is not that of a professional school, nor of a training school for specialists; its aim is to lay a broad and generous foundation upon which such professional and special work may be based. This, we are sure, is a correct statement of the views which the faculty of the college of the university have held upon this subject for years, and in accordance with which the work has been carried on.

Such is the work which the college of Washington University tries to do. Those who know best its character and who can compare it honestly and fairly with work of like character done elsewhere do not hesitate to say that comparisons need not be feared. The testimony of those who have fitted themselves here for professional or other work in active life will sustain this assertion.

COEDUCATION.

Students are admitted to the college, and to the polytechnic school if they so desire, without distinction of sex. Including those graduated in 1876, the first year when college degrees were granted to women, 9 women have received the degree of A. B. and 3 that of B. Ph. There are now, October, 1890, 14 young women in the 4 college classes. The law school, it may be said in passing, is also open to both sexes alike, 1 woman having taken the degree of LL. B. in the class of 1871. No evils have come from this policy. The most of the

students live in their own homes, and there are no dormitories, so that any influences that can be ascribed to the presence of women in the classes are good ones.

(2) The Polytechnic School.

From the very beginning the plan of Washington University included courses in pure and applied science. As has been stated already, the name "polytechnic building" was given to the structure erected in 1858–59, and the branch of the university to be established there was to be called the O'Fallon Polytechnic Institute, in honor of John O'Fallon, one of the earliest and strongest friends of the institution. Special classes for scientific instruction were organized from time to time, but no systematic plan was adopted until 1869, when professional courses in civil and mechanical engineering and in chemistry were organized.

This was followed in 1870 by an extension of the courses from three to four years before the granting of professional degrees. Then came, in 1871, the establishment of the course in mining and metallurgy, and in 1886 the complete separation of the civil and mechanical engineering courses, the name of the latter being at the same time changed to dynamic engineering. In 1885 the time needed to complete professional courses and obtain professional degrees was extended to five years, although until 1889 the degrees of bachelor of engineering and bachelor of chemistry were granted at the end of the fourth year. This was done in justice to those who had begun professional courses with the expectation of a diploma at the end of a four years' course. No professional degree is now granted until the course of five years has been completed in a satisfactory manner.

The requirements for admission are high and are rigidly insisted upon. The following statement will show their general character:

Elements of English.—Neat and readable handwriting, spelling, punctuation, use of capitals, proper construction of sentences, clearness and conciseness of expression.

Arithmetic, including the metric system of weights and measures.

Algebra, including equations of the second degree.

Elementary plane and solid geometry.—Wentworth's Geometry or its equivalent.

Languages.—Two of these 3 languages, as may be preferred: (1) Latin grammar and 3 books of Cæsar; (2) French grammar and reader; (3) German grammar and reader.

History.—Of the United States and of England, such as is found in any general history intended for the use of high schools.

Physical geography.

Elementary physics.—Gage's Physics or some similar work.

Drawing.—(*a*) The ability to make a free-hand sketch in outline of simple objects; (*b*) A knowledge of the use of mechanical drawing instruments and of the elements of geometrical drawing.

The work of the freshman and sophomore years is general in character and intended to be a preparation for the professional courses which follow. This preparatory work is, as far as possible, carried on in connection with college classes. In mathematics, modern languages, and all work in English and history the college and polytechnic school classes are united, or at any rate pursue the same studies under the same instructors.

What has been stated above, therefore, as to college work in those branches during the freshman and sophomore years is true of that in the polytechnic school.

The regular courses of study and instruction in this department are 6 in number, viz:

1. A course in civil engineering.
2. A course in dynamic engineering.
3. A course in chemistry.
4. A course in mining and metallurgy.

These are courses leading to the corresponding professional degrees. Besides these have recently been established the following:

5. A general course in science and literature.
6. A course extending into special studies and investigations in pure and applied science.

These are intended for such students as wish to pursue general scientific courses, and who do not intend to become engineers or chemists, and lead, respectively, to the degrees of bachelor of science and master of science.

The course in civil engineering includes all those subjects which are taught in the best technical schools, such as topographical surveying; the location and construction of railways; foundation, and all kinds of bridges and roofs, discussed analytically and practically; the construction of girders, arches, columns, and trestles; the strength and elasticity of materials; the construction of reservoirs and waterworks; the flow of water in natural and artificial channels; improvement of rivers and harbors; the construction of streets and highways.

Special attention is paid to hydraulics, water supply, and sewerage, to river hydraulics in particular, and to river improvements. The situation of the school upon the bank of a great river makes such studies especially pertinent and valuable.

In the course in dynamic engineering are carefully taught the principles of mechanism, the details of machines, and methods of transmitting energy; steam and gas engines of various types; furnaces, and the theory and actual results of combustion; water wheels and propellers; windmills and fans; pumps and hoists; electric dynamos and motors; electrodynamics and thermodynamics.

The aim of the course is to ground the student thoroughly in the mathematical and physical sciences which underlie the practice of his profession, to train him in applying this knowledge to the solution

of typical engineering problems, and to acquaint him as far as possible with the results of experience as embodied in the best modern practice.

For the special uses of these two departments of engineering work the university has 2 testing machines, one working up to 10,000 pounds and the other to 100,000 pounds, both adapted to testing materials in tension, compression, and cross-breaking. The larger machine has been purchased for the special use of the students in the fifth year in connection with their studies on the constitution and strength of engineering materials of all kinds. A considerable amount of commercial work is done on these machines, a small fee being charged, which goes toward paying the expenses of the testing laboratory. In addition to these commercial tests series of tests are made on many kinds of materials and for various purposes, such as the following: (1) tests of wood and iron to prove the truth of the theoretical formulas in tension, shearing, compression, and cross-breaking; (2) tests to determine the ultimate strength, modulus of elasticity, elastic limit, elongation, contraction, and resilience of various kinds of materials; (3) time tests on wood to determine the effect of a continuous load; (4) tests of cast iron of various mixtures to determine the influence of composition on the ultimate strength.

In addition to the above the laboratory contains a latest improved Fairbanks cement-testing machine, which is used for testing different kinds of hydraulic cement under varying conditions. There are also in the laboratory all the machinery necessary for shaping specimens in wood or metal, and a small engine which supplies all the necessary motive power.

The aim of the course in mining engineering is to give a thorough knowledge of the theory and practice of those operations in mining and metallurgy which play such an important part in the development of the resources of our country.

It is evident that few, if any, places in the country possess so many and so great advantages for the successful working of such a department as the city of St. Louis, a great and growing commercial and manufacturing center, in the midst of and within easy access of nearly all varieties of mining and metallurgical operations.

The plan of instruction includes lectures and recitations on various subjects pertaining to the course; practical work in the physical, chemical, and metallurgical laboratories; field work in geology, etc., projects, estimates, and plans for the establishment of mines and metallurgical works; examination of, and reports on, mines and manufacturing establishments.

The collections for illustration are large, and the assay laboratories are completely furnished with everything necessary for practical work in the assay of ores of the various metals. The situation of

St. Louis is such as to afford exceptionally fine opportunities for visits to mines and smelting and manufacturing establishments.

During the last two years a metallurgical mill connected with this department has been in successful operation. This mill is used for the sampling of ores and mineral substances, the testing of ores, etc., on a commercial scale by any process of treatment, whether for concentration or extraction, and for testing by practical trials of all kinds of mining and metallurgical machinery. It constitutes a complete working laboratory on a commercial basis where the students in mining and metallurgy, under the direction of skilled and experienced instructors, are required to take a full practical course during the fifth year.

In the course in chemistry all facilities are offered for gaining a thorough knowledge in both the organic and inorganic branches. In general, the European plan of instruction has been adopted, and students of highest proficiency are graduated.

The student enters the qualitative laboratory after having attended the lectures on general or theoretical chemistry, illustrated by experiments. The course of analysis has been arranged to cover as wide a field as possible. Especial stress is placed upon the analysis of minerals and the products of chemical technology. The student in chemistry is also required to familiarize himself with the principles of physics and to attend lectures and practical exercises in mineralogy, lithology, and blowpiping.

Large and spacious laboratories afford ample working room for a large number of students. Their excellent ventilation and their completeness of outfit offer rare inducements to those desiring to make a special study of chemical science. The text-books in use are the standard ones. Access to the literature of the science as it is embodied in the original memoirs in the various chemical journals is afforded through an extensive chemical library.

VACATION WORK.

This is made a special and an important feature of the training given by the polytechnic school of Washington University.

Every student is required during the vacations following the freshman and sophomore years to prepare reports upon some subjects assigned by the faculty.

Surveying is taught to all polytechnic sophomores. They learn the use of surveying instruments of all kinds, together with the latest field practice in land and topographical surveying. On the 1st of June the class goes into the field for four weeks and makes extended land and topographical surveys. This work includes the measurement of a base line; selecting the stations and measuring the angles of a system of triangulation; the determination of the elevations of a series of bench marks by duplicate lines of levels; a general topographical

survey, with careful determination of the countour lines, over an area of about two square miles, by means of the transit and stadia; the running out of property lines, by compass and chain, and computing irregular areas; astronomical observations for azimuth by the transit and also by the solar attachment.

The topographical survey is plotted, and each member of the sophomore class makes a complete topographical map of the region finished in ink, in the field.

For the field survey the class goes to some distant region, where the natural facilities and the hotel accommodations are suitable. The railroad companies usually grant passes for the class to and from the field.

The civil engineering students go into the field during the vacation following their junior year for more advanced work in surveying, and also make during this vacation a study of an existing framed structure, usually an iron bridge taking all the measurements and sketching all the details. They then find the loads for which the structure was proportioned, and compute the stresses in all the members. During the following term they make finished drawings, tracings, and blue print copies of the same, and finish the discussion by computing all the sections and details. This prepares them for original studies in designing, which they are then called upon to make.

For the mining students a vacation school for practical work is held for about two months in some mining district. All the students of the mining department are required to take part in the work of the summer school. In this way each student receives the benefit of two seasons of practical work in connection with the course. While in the field the students are under the constant supervision of an assistant, and are required to make complete surface and underground surveys, take sketches and notes of all machinery and appliances used, and as far as possible take part in the practical operations connected with the mining and treatment of ores, etc. During the following term full reports are prepared and handed in, embracing a statement of the work done. These reports are illustrated with accompanying working drawings and collections of specimens.

The summer school has been in successful operation for ten years, and its value, in aiding the student to a more thorough and practical knowledge of professional work, and in promoting agreeable and useful relations with those practically engaged in mining and metallurgy, has been most clearly demonstrated.

SHOPWORK.

The shops of the manual training school afford unequaled facilities for the polytechnic students to learn the use of tools for working in both wood and iron. Shopwork enters into all the courses during the first four years. It is required of freshmen and sophomores and for

two years more in all professional courses. The usual allowance is four hours a week. Three hundred hours a year are given to woodwork and molding, iron and steel forging. At no similar institution in the country is so much shopwork required of civil and mining engineering students as at Washington University.

THE OBSERVATORY.

Students of both college and polytechnic school are offered unusually favorable opportunities for the study of descriptive and practical astronomy.

There are but two other colleges in the United States which attempt such a course of instruction in astronomy as is given at Washington University.

The work of the observatory comes properly under three heads:

1. Practical instruction is given to the senior class in the determination of time, latitude, and longitude, and the ordinary observations of spherical astronomy. Students desiring a special professional course in astronomy will be given full facilities both in reading and practice.

2. A regular scheme of scientific work is carried on. This work will embrace in the future equatorial observations of the planets and double stars, together with a large amount of meridian work.

3. As far as possible the observatory desires to give opportunities for popular instruction and for viewing the more interesting objects.

By the kindness of a few friends of the university the instrumental equipment has been completed during the past two years and is now excellent. It includes the following instruments:

The equatorial—objective 6½ inches, reground by Clark. Mounted in most excellent style by Warner & Swazy, Cleveland, Ohio. The mounting includes driving clock, micrometers, circles, and a complete battery of eyepieces.

The George Partridge transit instrument—objective 3 inches. The instrument was made by Fauth & Co., and is equipped in the most complete manner.

Chronograph—Bond spring governor.

Break-circuit clocks—mean time by Hohwü & Howard; sidereal by Howard.

Chronometer (break-circuit)—By Dent.

Altazimuth—Circle 2 feet in diameter, mounted as meridian circle.

Several hack clocks and a large amount of electrical apparatus are used in the time service.

A very important part of the work and one which has especially brought the observatory into notice abroad is the time service. This service is the most extensive in the world, and fills a very large public office. It has been built up and is maintained absolutely without cost to the university. The time signals reach at present nearly the

entire railway mileage of the Mississippi Valley, some 50,000 miles of road, requiring the use of about 100,000 miles of wire. Time cards, giving the programme of sending time, are posted in all railway offices in this large area, and form a most excellent standing advertisement of the university. This service is absolutely automatic, and in most of the important railway centers clocks have been placed which are automatically set by the time signals. The mere work of unifying the time standards of the West and South is itself well worth doing; but when it is remembered that the observatory of Washington University has not only done this, but also renders the service which is accepted as standard in this whole section, the work may fairly be called worthy of any college. Time signals are sent east to Cleveland, west to San Diego, Cal., north to Chicago, and south to all points along the Gulf. The time signals are accepted as the standard of time in the following States and Territories: Missouri, Kentucky, Kansas, Illinois, Alabama, Colorado, Indiana, Tennessee, New Mexico, Ohio, Mississippi, Arizona, Louisiana, Texas, Wyoming, Iowa, Nebraska, Utah.

The observatory has served as a most important reference base for longitude work during recent years. All longitudes of the Geological Survey of the United States west of the Mississippi have been determined by the observatory of Washington University. All the topographical maps now in construction are based on these results as are the boundary lines in Western States and Territories. These determinations cover surveys in Missouri, Kansas, Texas, New Mexico, Arizona, and Colorado. The results of the work done by this observatory have been issued by the Geological Survey as No. 49 of the publications of the Survey. During the past three years the parties of the Geological Survey engaged in topographical work have ceased to carry small instruments for time determinations in the field, and depend entirely on our daily time signals in their work.

The longitude of the National Observatory of Mexico has been determined by a telegraphic exchange of signals through 2,600 miles of wire. The resulting longitude showed an excellent degree of accuracy, and revealed a large error in the former value. The results have been published in a special memoir by the Mexican Government.

The Government has intrusted to the instructor in astronomy several pieces of astronomical work of importance. The entire work of the United States Transit of Venus Expedition to New Zealand was performed by him, as were the pendulum experiments in New Zealand, Australia, the East Indies, China, and Japan. The results of these expeditions have recently been published by the Government, and have been favorably commented on in this country and Europe.

A party from the observatory went to California to observe the total eclipse of the sun of January, 1889, the instrumental outfit being loaned by the Government. The expedition was very successful, and the

results obtained will be published in a short time in a special memoir which will, it is believed, add considerably to our knowledge of the Corona, and bring the observatory special credit.

LIBRARY.

The university has made no effort to gather a general library. For several reasons this has hitherto been considered inexpedient. A few years ago a gift of about 3,000 volumes was received from the family of the late Joseph Coolidge, of Boston. This collection, known as the Coolidge library, is especially rich in excellent editions of Italian and French authors, and is a very material addition to the usefulness of the library.

Through the liberality of a number of citizens of St. Louis, an arrangement has been made by which the privilege of using the mercantile library has been extended, under prescribed conditions, to such members of the university as may be designated by the chancellor.

Several memberships of the public library are also at the disposal of the university.

Real estate valued at $60,000 has recently been given to the university by Mr. Stephen Ridgley, of St. Louis, upon the condition that the income shall accumulate until, in the judgment of the board of directors, the amount shall be sufficient to erect and maintain a fireproof library building.

LECTURE ENDOWMENT FUND.

Every proper effort has been made ever since the university was founded to bring its work into close relation to the people of the city not immediately connected with it. Members of the faculty are found in every association of the citizens of St. Louis whose purpose is to help the culture and proper growth of the city. To aid in this work a lecture endowment fund amounting to $27,000 was created in 1875 by one of the early friends of the university, Mr. William Henry Smith, now a resident of Alton, Ill. It was given without any restrictions, except that the fund should be increased, if practicable, by accruing interest, to $30,000, which has been accomplished, and that no part of the principal should be expended. The income is now used for the support of lectures, with a view to the advancement of the interests of the university and the benefit of the public.

Some of these lectures are given in the hall of the university to the general public; others, which may be called "class-room" or "instruction lectures," are given in smaller rooms or in the laboratories to classes limited in number according to the nature of the subject treated, and are designed to furnish to all persons instruction similar to that given in the class-room work of the college and polytechnic school.

The beginning of a fund for the encouragement of the study of

American history has been made by a gift of $15,000 from Mrs. Mary Hemenway, of Boston, Mass.

Upon this foundation a university professorship of American history has been established, and the chair was filled in 1884 by the appointment of Prof. John Fiske, of Cambridge, Mass.

To illustrate the character and variety of the public and class-room lectures delivered from time to time on these foundations the following statement is given of the courses of lectures during the last two years:

During the year ending June 14, 1888: (1) A course of twenty class-room lectures by Prof. C. M. Woodward, on "Graphical statics;" (2) a course of five lectures by Prof. William Trelease, on "The dissemination of plants;" (3) a course of five lectures by Prof. John Fiske, "Scenes and characters in American history."

During the season of 1888–89 as follows: (1) A course of four lectures by Prof. Edward S. Morse, of Salem, Mass., upon "Japan;" (2) a course of five illustrated lectures by Prof. Marshall S. Snow, "Historical studies in England," followed by one lecture by Mr. Thomas Dimmock, on "The little church in the tower;" (3) a course of five lectures by Prof. John Fiske, on "Scenes and characters in American history," a continuation of the previous year's course.

During 1889–90: (1) A course of four lectures by Prof. Edward S. Morse, of Salem, Mass., upon "Animal life;" (2) a course of six lectures upon "The discovery of America," by Prof. John Fiske; (3) two illustrated lectures upon "Astronomical subjects," by Prof. Henry S. Pritchett.

DEGREES IN THE UNDERGRADUATE DEPARTMENT.

The college has 2 degrees corresponding to the 2 courses of study: (1) The degree of bachelor of arts; (2) the degree of bachelor of philosophy.

In the polytechnic school the degrees corresponding to the 6 courses of study given on the completion of the work as prescribed are: (1) The degree of civil engineer, (2) the degree of dynamic engineer, (3) the degree of chemist, (4) the degree of engineer of mines, (5) the degree of bachelor of science, (6) the degree of master of science.

The advanced degrees of master of arts, master of philosophy, master of science, and doctor of philosophy are also conferred, but only after evidence has been given upon examination of proper attainments in work in advance of that laid down in the undergraduate courses. The master's degree has never been granted in course pro forma, but always after the presentation of an acceptable thesis; but of late years the requirement has gone much farther and includes careful study in a course prescribed by the faculty.

As far as its means allow the university arranges for the pursuit of graduate courses of study. And the present intention is to broaden

and strengthen such courses as much as possible; to encourage its own and the graduates of other institutions to continue their studies after obtaining the bachelor's degree, and to offer to all who are able to take it a genuine university training.

II. HENRY SHAW SCHOOL OF BOTANY.

An account has already been given of the endowment and establishment of this school as a department of the university in 1885. The school was opened to students in September of that year, and is able, by its close connection with the splendid botanical garden, whose growth and care were the work of Mr. Henry Shaw for many years, to offer facilities for botanical study unexcelled in this country. Mr. Shaw died in the summer of 1889, and by the terms of his will the relation between the school and the garden is even closer than before.

The director of the garden—which was left with Mr. Shaw's large fortune in the hands of trustees for the public use and benefit—is the professor in charge at the school, and all the botanical treasures of the garden are before the student for use in his daily work.

The laboratory of the school of botany is temporarily located at 1724 Washington avenue, near the main university building, and a good working library, containing the usual laboratory manuals and periodicals, with memoirs on subjects likely to be studied, is kept in the laboratory for reference. This is being constantly added to, and will be made as complete as possible in any department of botany in which advanced students present themselves. The herbarium of the school, now being formed, contains already about 14,000 sheets of specimens, and will include as complete a collection as can be made of the wild and cultivated plants of the region about St. Louis. Full sets of duplicate specimens are supplied for the use of students of particular groups of plants. Advanced students will also have the privilege of consulting, under certain restrictions, the excellent herbarium and library of the botanic garden, including the Engelmann herbarium and library, as well as several sets of *fungi exsiccati* and the private cryptogamic herbarium and library of the professor.

Material for laboratory use and for the illustration of lectures is furnished in abundance by the garden, which, with its greenhouse and arboretum, is open to students of the school of botany for all necessary purposes of study.

The summer of 1888 was spent by Professor Trelease, in charge of the school, in the laboratory of the celebrated Dr. Koch at Berlin, Germany, studying the latest theories on bacteriology and the most approved modes of preparing the cultures for study. Since his return a special bacteriological laboratory, providing tables for thirteen vorkers, has been equipped with sterlizing apparatus, brood oven,

microtome, and other accessories needed, and is in successful operation. It is hoped that ultimately another small laboratory may be devoted to advanced investigation in bacteriology by trained physicians.

III. ST. LOUIS SCHOOL OF FINE ARTS.

The plan of the university has always included the establishment of a school of art. During more than twenty-five years art instruction has had some place in its courses of study. The art school began to take shape as a special school of the university in 1875, under its present director, Prof. Halsey C. Ives, and on May 22, 1879, the directors of the university adopted an ordinance establishing a department of art in Washington University, from which the following extracts are taken:

A department of art is hereby established as a special department of Washington University, to be known as the St. Louis School of Fine Arts.

The objects of said department shall be: Instruction in the fine arts; the collection and exhibition of pictures, statuary, and other works of art, and of whatever else may be of artistic interest and appropriate for a public gallery or art museum; and, in general, the promotion by all proper means of æsthetic or artistic education.

In October of that year the school was organized under this ordinance. Until recently its classes were held in the upper story of the main university building, but since January, 1890, the instruction has been given in rooms built expressly for the use of the school adjoining, and really making a part of the elegant museum of fine arts on Nineteenth street and Lucas place. This museum building, tasteful, thoroughly built, and admirably adapted to its purpose, was the gift of the Hon. Wayman Crow and family, in memory of his only son, Wayman Crow, jr., who died in March, 1878. The total cost of ground and building was $135,000. This museum, now closely connected with the school, affords rare opportunities for study in the sculpture galleries, which contain examples of work illustrating different periods of art history, numbering 345 pieces. In the picture galleries are hung examples of the best work of modern artists of high repute, the property of the museum, and mostly gifts. There are also many works lent by friends of the institution, water colors, examples of the illustrative work of American artists, and hundreds of autotype reproductions from sketches, studies, and paintings by celebrated masters. The northern galleries contain many objects of art workmanship in wood, iron, bronze, gold and silver, ivory, glass, and examples of Wedgewood, Crown Derby, Royal Worcester, Minton, and Doulton wares.

THE WORK OF THE SCHOOL.

Work is carried on in both day and evening classes, the latter being composed chiefly of those whose occupations keep them busy all day, such as teachers, mechanics, clerks, draftsmen, etc.

From the beginning the student is taught to draw from the object. Models are provided whose contours are straight lines, and the student is required to work outline and shaded drawings from these until he has fully mastered the difficulties due to the position of the object. This method is carried through all grades of the school; no copying of any kind is permitted. The work then advances to drawing from objects involving the simpler geometrical curves to be found in the forms of Greek vases and various models patterned after the antique. Then the student takes up drawing from models of fragments of the human figure and from models of natural objects, such as fruit and foliage, and also from casts of architectural forms.

ANTIQUE.

In the antique class the methods in use are severe and require close observation, combined with great patience and perseverance. All stump processes are discarded; all attainments are the result of careful study and painstaking; no chance is allowed for "accidental effects." The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and the study of superficial forms, but in the general yet no less certain laws which underlie and distinguish the work of every great master in sculpture or painting. Little attention is paid to pictorial finish, and in many cases where a tendency toward pictorial finish seems to interfere with the student's progress in acquiring a comprehensive method of drawing it is rigorously discouraged.

LIFE.

Work in the life classes consists of drawing and painting from the living model, both draped and nude, and either from the whole or a portion of the figure, one class being entirely devoted to the study of the head. More attention is given to drawing than to painting, and students who paint are required to draw a portion of the time. In all cases a careful study of the model and a conscientious search for contours and construction, requiring continual use of the mind, are insisted upon. No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow a style of his own. Special attention is given to the importance of viewing the subject to be placed upon the paper as a whole, thus bringing the parts of the figure into proper subordination and avoiding the natural tendency to exaggerate the importance of detail. Special emphasis is placed on the importance of self-reliance in the determination of the form of each portion of the figure and of bestowing as conscientious care upon the modeling of the hand and foot as upon the expression of the face, with the purpose of training the eye to comprehend and the hand to reproduce precisely what is seen and not

what may be known to exist from a general knowledge of the subject or from any preconceived ideas of whatever kind. This method is carried to the smallest details with the intention of compelling the student to rely entirely on the natural form which is before him.

MODELING.

The work of modeling in the day class of the school is intended principally to supplement the work in drawing and painting, for the purpose of giving students a more detailed knowledge of the form and composition of the models which they have studied in their work in drawing. In the night class the work is quite different. Most of the students are artisans who desire to acquire a knowledge of modeling for a specific purpose, principally for use in exterior decoration and in architectural work. On account of this difference the work in the day class is of a more general character and intended more to cultivate the mind, while that of the night class is necessarily special in character and intended more particularly to give the hand skill in producing well-known forms.

LECTURES.

From time to time class and public lectures are given on subjects pertaining to art history and on other allied subjects, which it is thought may be for the benefit of the students. These lectures are arranged not only for the purpose of entertaining and instructing the student by the matter directly presented, but are intended to awaken a desire for information on a variety of subjects, literary and historical as well as artistic, and to suggest a proper course of reading for the prosecution of any line of study which individual taste may prefer. Some are purely technical and deal with the various methods employed at different times of the world's history, while others are less formal and consist simply cf conversaziones between the instructor and the class. All are intended to give the student the latest and best information on the subjects treated, and wherever possible are illustrated either by models and objects or stereopticon views.

All lectures are given by specialists. The general subjects treated are history, literature, philosophy, anatomy, perspective, decorative design.

IV. ST. LOUIS LAW SCHOOL.

The St. Louis Law School, opened formally in 1867, occupied until 1872 rooms in the Polytechnic Building, Chestnut and Seventh streets.

In 1872 it was removed to the west wing of University Hall, Washington avenue and Seventeenth street, but the growth of the undergraduate department and the needs of the law school itself made it necessary to seek new quarters. The opportunity for the change presented itself in 1878, when Mary Institute left its old building to go

to the new one on Beaumont and Locust streets. The law school then took possession of 1417 Lucas place, formerly used by the school for girls, where it has since remained, and where it has ample room, with a chance for growth. The character of its faculty and the high standard required for graduation, which is rigidly maintained, have given the school a deservedly high standing among like institutions throughout the country.

At its organization in 1867 Henry Hitchcock, LL. D., was made dean of the faculty, and remained in that office until ill health in 1870 compelled him to resign. He was succeeded by George M. Stewart, esq., who served until May, 1878. In the meantime, in 1871, Mr. Hitchcock had been made provost, and as such resumed the executive management of the school.

In 1878 the entire faculty resigned and a complete reorganization followed, through which Mr. Hitchcock was made dean once more, and the office of provost was abolished. In June, 1881, Mr. Hitchcock's resignation was followed by the appointment in his place of William G. Hammond, LL. D., then chancellor of the law department of the Iowa State University, where he had made a high reputation as a scholar and an executive officer. The office of dean is still held by him, and his management has kept the school in the front rank of law schools.

To Henry Hitchcock, however, more than to any other man, must be ascribed the extraordinarily successful establishment of the school. He was, as has been stated, its first dean, then its provost, its dean again, and still holds a chair in its faculty and retains a warm and active interest in its welfare. The school has been very fortunate in its corps of instructors, having had among its faculty from time to time some of the ablest members of the St. Louis bar, and some who have held high positions in the national and State judiciary.

The oversight of the course of study, and the examination of candidates for degrees, is committed to an advisory and examining board composed of judges of Federal and State courts and members of the St. Louis bar distinguished for their talents and general and legal erudition, by whose committees those examinations are always conducted, and whose award is conclusive. A diploma from the law school likewise entitles the holder to admission to the bar, and it is not granted except upon the most satisfactory evidence of proficiency. The course of study covers two years, and is similar to that pursued in law schools of high standing elsewhere.

It is the single aim of the law faculty, and of the directors of Washington University, to make this law school a true school of jurisprudence, to which none shall be disposed to come except those who earnestly seek a thorough elementary knowledge of the law, and from which none who may come with that purpose shall go away disappointed.

Endowment and Edifice.

To insure the perpetual maintenance of its course, and by the generous public spirit of a few friends, an endowment now amounting to $77,000 has been given, and invested in good securities in the name of Washington University, in trust for the perpetual support of the law department; the interest of such fund to be used for that purpose.

The directors of Washington University have met this noble gift in a like spirit, by formally dedicating to the use of the law department, rent free forever, the building now occupied by the law school. This large and commodious building of 3 stories, No. 1417 Lucas place, stands upon its own grounds, with a frontage of 100 feet upon Lucas place.

It is believed that no law school in the country has a more capacious and convenient building or a pleasanter location than that which, by the liberality of Washington University, is now secured permanently and entirely to the uses of the law school.

Funds and Endowments of the University.

The following extracts from a report upon the conditions and needs of the university, presented to the board of directors by its president, Col. George E. Leighton, December 5, 1889, will show what has been done in the matter of financial support by the friends of the institution and the value of its present buildings and invested funds:

Since May, 1887, through your efforts, the general endowment has been increased by the sum of $132,500; specific endowments have increased in the sum of $47,500 for the art school, $40,000 for the law school, $35,000 for the manual-training school, and more than $25,000 has been received in gifts for expenditure or to meet deficiencies in one or more of the several departments. More than four-fifths of this amount ($225,000) was given by members of the board, a most emphatic testimony of your appreciation of the value and importance of the work of the institution.

In addition to the above, Hon. Stephen Ridgley has within the past year given to the university improved property in St. Louis valued at $66,000, the income therefrom to accumulate until the fund is sufficient to build a university library, to be known as the Stephen Ridgley Library. This fund and its income, being for a specific purpose, can not be expended for any of the general purposes of the institution, but in time it will, through the wise foresight of its founder, give to the university a most acceptable addition to its present facilities for instruction.

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The value (less than cost) of the present buildings in use, as it stands upon the books of the corporation, is as follows:

University	$179,068.19
Smith Academy	100,090.50
Art museum	131,876.35
Manual-training school	60,191.29
Law school	20,533.50
Mary Institute	130,258.76
New art school (real estate only)	11,500.00
Total	**633,518.59**

The personal property in use in the several departments, as libraries, scientific apparatus, laboratories, museum properties, etc., stands upon the books at a valuation of $167,308.

This property, of course, produces no income except that arising from tuition.

The property of the university held for investment, and which includes all endowments, stands as follows:

	On the books.	Market value.
Real estate	$386,197	$415,000
Stocks and bonds	206,908	239,000
Bills receivable	111,155	111,155
Total	704,260	765,155

Its net income for the current year will be about $42,000.

I think I may say that not a dollar has ever been lost to the university by unwise investment, and that its property is now producing the maximum of income consistent with absolute security.

Graduates of the University.

The graduates are now sufficiently numerous to afford some means of judging of the work of the institution through their character and position. Judging by this test, Washington University may well be proud of her work. It would be hard to find better testimony given by any body of alumni than by those who have received college, polytechnic, or law diplomas here. They are found in the very front rank in professional, political, and business life. Names can not well be given, but it may be stated that among the college men can be found some of the most successful and honorable business men of St. Louis—a president of a school of mines in a distant State, clergymen who have adorned their profession and become men of wide influence in more than one State, physicians already eminent as general practitioners and as specialists, a governor of Missouri, a member of the university faculty, able teachers, here and elsewhere, the treasurer of the university, several members of its board of directors, and many successful lawyers.

Among graduates of the polytechnic school may be seen the director of the great observatory of the Pacific slope, a leading architect of New York City, the water commissioner and the president of the board of public improvements of St. Louis, the United States assayer in St. Louis, several well-known and very successful mining engineers, more than one instructor in scientific schools elsewhere, and many men respected and honored for business integrity and success.

Among the law graduates are lawyers and judges who show by their learning, their uprightness, and their success something of the results of the training which Washington University aims to give its students and the high principle which it endeavors to inculcate.

To her alumni the university will look with ever-increasing confidence for moral and material support in the years to come.

BENEFACTORS OF THE UNIVERSITY.

Although it is impossible to name all those who have contributed so generously of their means and their time to the foundation and maintenance of this great educational work, such a sketch as this would be incomplete without brief mention of some of those at least whose life work has now ended and without whose cooperation success would have been impossible. First should be named with the highest honor Rev. William Greenleaf Eliot, D. D., the first president of the university, and also its chancellor from 1872 until his death, in January, 1887. Never a rich man, he nevertheless gave very largely in proportion to his means. But he gave more than money; he gave the devoted service of thirty-five years, fifteen years of which were given up entirely to university interests. Coming to St. Louis when the great city of to-day was but a mere village, he entered heart and soul into every enterprise which had in view its highest good. His monument is built in the records of a parish full of good works over which he was the loved and honored pastor for thirty-seven years; in the great public-school system of St. Louis, to which he gave splendid support in its early days; and, more than all, in the university, in which for more than a generation his deepest interests were centered.

There, too, is Wayman Crow, vice-president of the board until his death, in 1885; a self-made man, who, by wide reading and extended travel, became a man of broad views and large information. It was by Mr. Crow's wise efforts that the exceedingly liberal charter of the university was granted in 1853, when he was a member of the State senate. The gift of the museum of fine arts was but the culmination of his generosity to the university. He was always giving; now a small sum, now a large one. He was willing and glad to be his own executor. Of him it has been well said: "For his honorable services in mercantile life, in political trusts, in public enterprises, in educational work, and in private charity, St. Louis will long cherish the memory of its distinguished benefactor."

James Smith was one of the largest, if not the largest, contributor to the funds of the university. Reckoning what he left by will to Chancellor Eliot personally, with an understanding that it should be used for such purposes, Mr. Smith's gifts amounted to $294,000. He was one of Dr. Eliot's earliest friends in St. Louis when they were both young men, and the attachment was broken only by death. Simple and unostentatious in manners and habits, of the strictest integrity, the very soul of honor, business success found him ready to use the wealth that came to him as though he only held it in trust. His generosity was natural and spontaneous, and his faith in Washington University unbounded.

Hudson E. Bridge was another of those stanch friends who showed their faith in higher education by their works. The large sum of

$179,000 was contributed by him to university needs during his lifetime, $100,000 of which went to endow the chancellor's chair, which has since been called in his honor "The Bridge chancellorship."

Then among the earlier benefactors were John O'Fallon, who gave in all $62,000; William Palm, whose will left for the chair of civil engineering $55,000; the Collier brothers, who gave to the Greek chair $25,000; George Partridge, whose gifts amounted to nearly, perhaps quite, $150,000; and others who can not be mentioned now, all citizens of St. Louis, who saw with their own eyes what their money could do and was doing. Then among benefactors at a distance are Nathaniel Thayer, of Boston, who sent the university $42,000, and Mrs. Mary Hemenway, of Boston, whose gifts have reached the sum of $40,000.

Besides these is a long roll of friends, some now living and continuing their work, others long since departed, who have made possible the existence and continuance of an institution in the great city of the valley of the Mississippi where sound learning may find a congenial home. Such friends may the university ever find close at hand for every time of need.

[STATISTICAL NOTE.—From the Report of the Commissioner of Education for 1896–97, the following items are taken: Chancellor, Winfield S. Chaplin, LL.D.; number of professors, 159; number of students, 1,395; number of scholarships, 30; volumes in library, 5,000; value of apparatus and library, $178,000; value of grounds and buildings, $650,000; amount of productive funds, $950,000; annual income, $160,000.]

APPENDIX.

A.

The following list includes all who have served Washington University as directors since its organization, those in italics indicating names of the present board of directors:

William G. Eliot, Wayman Crow, Seth A. Ranlett, John Cavender, Christopher Rhodes, Samuel Treat, John M. Krum, George Partridge, Phocion R. McCreery, John How, William Glasgow, jr., George Pegram, N. J. Eaton, James Smith, Mann Butler, Hudson E. Bridge, Samuel Russell, Thomas T. Gantt, John O'Fallon, James H. Lucas, *Henry Hitchcock*, Charles A. Pope, D. A. January, *James E. Yeatman*, Robert Campbell, *Carlos S. Greeley*, John R. Shepley, Albert Todd, John P. Collier, *John T. Davis*, *George E. Leighton*, *Edwin Harrison*, *Henry W. Eliot*, M. Dwight Collier, *William A. Hargadine*, *Samuel Cupples*, *Joseph G. Chapman*, *John H. Lightner*, *Henry Shaw*, *George A. Madill*, *William L. Huse*, *Edward S. Rowse.*

The present officers of the board are: President, George E. Leighton; vice-president, Henry Hitchcock; secretary and treasurer, George M. Bartlett.

B.

In the following list will be found the names of all who have at any time been members of the faculty and corps of instructors in the undergraduate department. The names of those now (1889–90) in service are printed in italics:

Truman M. Post, professor of ancient and modern history from 1857 to 1869; university professor of history, 1869 to 1886.

Abram Litton, Eliot professor of chemistry since 1857. This chair was named in honor of Chancellor Eliot.

Joseph J. Reynolds, major-general, United States Army, professor of mechanics and civil engineering, 1857–1860.

George Engelmann, M. D., professor of botany and natural history, 1857–1876; university professor, 1876–1884.

Charles A. Pope, M. D., professor of anatomy and comparative physiology, 1857–1867.

Joseph G. Hoyt, chancellor, elected December 17, 1858; died November 26, 1862.

Ferdinand Bocher, instructor in modern languages, 1859–1861.

Carl C. C. Zeus, instructor in German and gymnastics, 1859–1861.

Edwin D. Sanborn, principal of Mary Institute, 1860–1862, and professor of Latin and history, 1860–1864.

William Chauvenet, professor of mathematics and astronomy, 1860, to December, 1869; chancellor, elected 1863; died December, 1870.

John M. Schofield, major-general, United States Army, professor of physics and civil engineering, 1860–61.

Sylvester Waterhouse, tutor in Greek, 1858–1862; adjunct professor, 1862–1864; university professor of Greek, 1864–1869; Collier professor, 1869.

Willard F. Bliss, adjunct professor of Latin, 1859–60.

Alfred S. Hartwell, tutor in Latin, 1860–61.

Rudolph L. Tafel, professor of modern languages and comparative philology, 1860–1868.

John D. Crehore, professor of civil engineering, 1861–62.

Paulus Roetter, instructor in modern languages, 1860–61.

John E. Sinclair, assistant professor of mathematics, 1861–62.

George B. Stone, principal of the academy and professor of rhetoric, 1862–1874.

William G. Eliot, acting professor of ethical and political science, 1862–1864; acting Tileston professor of political economy, 1864–1866; chancellor and Tileston professor of political economy, 1871–1887.

Calvin S. Pennell, principal of Mary Institute and professor of intellectual and moral philosophy, 1862–1887.

George W. C. Noble, professor of Latin and classical literature, 1864–1867.

Benjamin F. Tweed, professor of English literature, 1864–1870.

William H. Clark, tutor in mathematics, 1863–1864.

George H. Howison, assistant professor of mathematics, 1864–1866; Tileston professor of political economy, 1866–1869.

Regis Chauvenet, tutor in mathematics, 1864–1865.

John Gast, teacher of drawing, 1864–1868.

John L. Ewell, professor of Latin, 1866–1867.

Calvin M. Woodward, instructor in mathematics, 1866–1867; assistant professor of mathematics, 1867–1869; professor of descriptive geometry and topographical drawing, 1869–1870; Thayer professor of mathematics and applied mechanics, 1870; dean of the polytechnic school, 1871; director of the manual training school, 1879.

Charles E. Illsley, instructor in engineering and mathematics, 1867–1868.

Marshall H. Holmes, teacher of drawing, 1867–1868.

George E. Jackson, teacher of Latin and Greek, 1867–1868; acting professor of Latin, 1868–1870; professor of Latin, 1870.

Geoffroi Goepp, professor of modern languages, 1868–1870.

George W. Minns, professor of mathematics and astronomy, 1869–1870.

J. William Pattison, teacher of drawing, 1869–1873.

Marshall S. Snow, professor of belles lettres, 1870–1874; professor of history, 1874; registrar of the college, 1870–1877; dean of the college, 1877; acting chancellor, 1887.

Leopold Noa, professor of modern languages, 1870–1873.

Henry Pomeroy, professor of mathematics and astronomy, 1870–1875.

Denham Arnold, assistant professor of physics, 1870–1874; professor of physics and principal of Smith Academy, 1874–1890.

Charles A. Smith, assistant professor of civil and mechanical engineering, 1870–1873; William Palm, professor of civil and mechanical engineering, 1873–1883.

Frederick M. Crunden, instructor in mathematics and elocution, 1871–1872; professor of elocution, 1872–1875.

William Eimbeck, professor of practical astronomy, 1871–1875.

William B. Potter, Allen professor of mining and metallurgy, 1871.

F. William Raeder, professor of architecture, 1871–1878.

R. Thompson Bond, assistant professor of mathematics, 1873–1875; professor, 1875–1876.

Rudolph C. Arndt, instructor in modern languages, 1873–1874.

John H. Jenks, professor of physiology, 1874.

James K. Hosmer, professor of English and German literature, 1874.

A. B. Copeland, teacher of drawing, 1873–1874.

Francis E. Nipher, assistant professor of physics, 1874–1875; Wayman Crow, professor of physics, 1875.

Halsey C. Ives, teacher of free-hand and mechanical drawing, 1874–1876; professor of drawing and design, 1876; director of museum and school of fine arts, 1879.

John K. Rees, professor of mathematics and astronomy, 1876–1881.

William T. Harris, university professor of the philosophy of education, 1876.

Charles V. Riley, university professor of entomology, 1876.

Herman Meister, assistant in mining and metallurgy, 1877–1879.

John R. Scott, instructor in elocution, 1877–1888.

Alexander Leonhardt, instructor in assaying, 1880–1882.

Gustav Hambach, instructor in botany and zoology, 1880–1887; adjunct professor of geology, 1887.

Thomas B. Annan, instructor in architecture, 1880–1881.

Howard Kretchmar, instructor in modeling, 1880–1883.

Edmund A. Engler, assistant professor of mathematics and descriptive geometry, 1881–1882; professor, 1882.

Henry S. Pritchett, assistant professor of mathematics and astronomy, 1881–1882; professor, 1882.

Charles E. Ludeking, assistant in chemistry, 1881.

August Muegge, instructor in gymnastics, 1880.

H. K. Ivers, assistant engineer, United States Navy, professor of steam engineering and iron shipbuilding, 1882–1883.

John B. Johnson, William Palm professor of civil engineering, 1883.

Herbert A. Wheeler, instructor in assaying, 1883–1887; adjunct professor of mining, 1887.

Holmes Smith, instructor in drawing, 1884.

William H. Alderdice, assistant engineer, United States Navy, acting professor of dynamic engineering, 1884–1886.

William Trelease, Engelmann professor of botany, 1885.

Horace B. Gale, acting professor of dynamic engineering, 1886.

John H. Kinealy, tutor in mathematics and physics, 1886–1887.

Edward E. Rankin, instructor in mathematics and physics, 1887.

Stanley Stoner, instructor in philosophy and political economy, 1887.

Edward P. Perry, instructor in elocution, 1888.

Otis E. Hovey, instructor in civil engineering, 1889–1890.

F. E. Turneaure, instructor in civil engineering, 1890–1891.

C.

ADVISORY COMMITTEE AND INSTRUCTORS IN THE HENRY SHAW SCHOOL OF BOTANY, 1890-1891.

Advisory committee.—The chancellor of the university, ex officio, John H. Lightner; William G. Farlow, M. D., Cambridge, Mass.; George J. Engelmann, M. D.

Instructors.—William Trelease, Engelmann professor of botany; J. H. Weber, assistant; William Townsend Porter, M. D., demonstrator in bacteriology.

D.

BOARD OF CONTROL AND INSTRUCTORS IN THE ST. LOUIS SCHOOL OF FINE ARTS, 1890-1891.

Board of control.—Ellis Wainwright, president; James E. Yeatman, the chancellor, ex officio; Joseph G. Chapman, John T. Davis, Ethan A. Hitchcock, George E. Leighton, Charles Parsons, Daniel Catlin, Charles Nagel; Halsey C. Ives, director, ex officio.

Instructors.—Halsey C. Ives, director; John H. Fry, Edmund A. Engler, Robert Bringhurst, Alexander W. Buchanan, Johannes A. Oertel, Otto A. Wall, J. Douglass Patrick, Edward M. Campbell, assistants in elementary work; Miss Alice More.

E.

FACULTY OF THE ST. LOUIS LAW SCHOOL, 1890-91.

The chancellor of Washington University; William G. Hammond, LL. D., dean of law faculty; Henry Hitchcock, LL. D., professor of the law of wills and successions; George A. Madill, professor of real property law and equity; Gustavus A. Finkelnburg, professor of law

of contracts and commercial law; Charles Nagel, LL. B., Rochester Ford, LL. B., Edward Cranch Eliot, LL. B., Pendleton Taylor Bryan, LL. B., instructors in law; Edward P. Perry, instructor in elocution.

F.

ENROLLMENT, 1889-90.

Undergraduate department	110
Henry Shaw School of Botany	31
St. Louis School of Fine Arts	305
St. Louis Law School	78
	524
Smith Academy	314
Manual training school	247
Mary Institute	379
	940

NUMBER OF GRADUATES IN THE UNDERGRADUATE DEPARTMENT AND THE LAW SCHOOL.

Undergraduate department	236
Law school	325
	561

STATISTICAL NOTE, 1898.

UNIVERSITY OF MISSOURI.

The preceding monograph was written in 1889. Since that time the main building of the university has been destroyed by fire (January 9, 1892). The legislature at once came to the rescue and gave $236,577 for building and equipment. In March, 1893, this fund was further increased by a second gift of $264,000, and by $25,000 additional for a new building at Rolla.

The statistics of the institution are now as follows: Number of professors and instructors, 62; number of students, 805; fellowships, 4; scholarships, 6; volumes in library, 26,971; pamphlets, 34,203; value of scientific apparatus and library, $140,000; value of grounds and buildings, $898,000; amount of productive funds, $1,229,859; total annual income, $183,377 (Report of Commissioner of Education for 1896–97). Richard H. Jesse, LL. D., is now the president, and is also professor of ancient and mediæval history. The attendance at Columbia for 1897–98 was 701; at Rolla, 117.

WESTMINSTER COLLEGE.

President, Edward Clifford Gordon, Ph. D.; number of professors, 9; number of students, 107; volumes in library, 6,000; pamphlets, 1,800; value of apparatus and library, $13,000; value of grounds and buildings, $35,000; amount of productive funds, $209,710; amount of annual income, 13,453; benefactions during the year, $577. (Returns to Bureau of Education, 1896–97.)

DRURY COLLEGE.

President, Homer T. Fuller, Ph. D.; number of professors, 17; number of students, 299; number of volumes in library, 23,500; pamphlets, 20,000; value of apparatus and library, $12,000; value of grounds and buildings, $150,000; amount of productive funds, $250,000; annual income, $22,721; gifts received within the year, $1,000. (Returns to Bureau of Education for 1897–98.)